ACADEMIC GUIDE

ARMY MANAGEMENT STAFF COLLEGE

RESIDENT PROGRAM IN
SUSTAINING BASE LEADERSHIP AND MANAGEMENT

June 2000

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STATEMENT OF STUDENT RESPONSIBILITY

You and we are a learning team and thus share responsibility for your education. We are committed to providing you the program, curriculum, and assistance that you need to succeed while you are here at the Army Management Staff College. You are responsible not only for preparing for class, studying, writing papers, preparing for briefings, taking exams, and completing assignments on time but also for knowing AMSC regulations and program requirements for the SBLM Program. Please read the *Academic Guide,* and be prepared by knowing the regulations and requirements outlined in this book.

We are also committed to creating and sustaining a learning community that facilitates not only academic development but also the personal development of its members. Fundamental to this commitment is the expectation that the individual members of this community will:

> Be honest.
> Demonstrate respect for self.
> Demonstrate respect for others.
> Demonstrate respect for the principles stated as Army Values,
> FM 22-100.
> Demonstrate respect for the law.
> Demonstrate respect for Army and AMSC policies, and understand the administration and processes for changing them.

We want to guarantee each student's right to learn while protecting the fundamental rights of all. The concept of rights and freedoms carries with it corresponding responsibilities for which students are accountable. It is the responsibility of all students to know and abide by the regulations and policies that govern the AMSC and the SBLM Program.

Information for Students with Disabilities

A central selection board makes selection decisions to the SBLM Program without regard to disabilities. If you have a disability, we will make every effort to accommodate your needs by using the services available through Fort Belvoir, the Army, and the Department of Defense. But, we must know you have a need for accommodations.

Eligibility:

Any student who presents documentation that indicates he or she has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having impairment is eligible for service.

Documentation Required:

Students with disabilities interested in receiving accommodations should present supporting documentation of their disability to the AMSC Registrar. Accommodations are made on an individual basis and are based on **documented** need.

Students with physical, medical, or psychological disabilities may be required to present documentation from physicians, psychiatrists, or other persons and agencies qualified to make a diagnosis of the disability. The Registrar will work with the Office of the Dean of Academics to ensure that the requested accommodation is carried through to the faculty and curriculum delivery team.

Accommodations

Wide ranges of accommodations are available to students based on their request. We work closely with Fort Belvoir and the Army to provide the accommodation on a case-by-case basis.

As a student with a disability, you have certain rights by law as summarized below:

- Appropriate accommodations according to your documented need.
- Equal access to an education.
- Equal and fair treatment.
- Confidentiality.

In order to receive services from the AMSC, it is your responsibility to:

- Request services in a timely manner. **As soon as you receive notification that you are selected to attend AMSC, please let us know what accommodations you need**. **IT IS CRITICAL THAT YOU IDENTIFY <u>ALL</u> YOUR ACCOMMODATION NEEDS BEFORE THE PROGRAM BEGINS. At the very latest, we should know your need for accommodation 4 weeks before the Program begins.**
- Identify your disability status to persons from whom you desire accommodations. **You may contact the AMSC Registrar directly by telephone at (703) 805-4756 or DSN 655-4756. You may email the Registrar at** turnerj@amsc.belvoir.army.mil
- Provide the Registrar with appropriate documentation for the accommodation requested.
- Maintain an updated address with the Registrar's Office.
- Be your own advocate.

Support Services

AMSC does not offer a structured program for students with specific disabilities; however, a variety of services can be coordinated with Fort Belvoir and the local area. So that we are able to do the appropriate coordination, please notify the AMSC Registrar as soon as possible about your need for accommodation.

Questions
May be addressed to:

Registrar
Ms. Jane Turner
703-805-4756
turnerj@amsc.belvoir.army.mil

Dean of Academics
Dr. Ursula G. Lohmann
703-805-4714
lohmannu@amsc.belvoir.army.mil

GENERAL INFORMATION

The Army Management Staff College's (AMSC) *Sustaining Base Leadership and Management (SBLM) Program* provides graduate-level professional development—executive knowledge, skills, and perspective across functional areas for leaders and managers who serve or will serve in the Army's sustaining base.

AMSC defines the **sustaining base** as that aggregation of people, guidance, systems, money, materiel, and facilities that prepare the soldier for, get the soldier to, sustain the soldier during a particular action, return that soldier home, and take care of the soldier's family throughout. It encompasses Headquarters, Department of the Army through installation, and even unit. It encompasses the environment and context within which the Army must accomplish its mission; functional areas such as resources, personnel, logistics, acquisition, installation management; decision-making tools and practices; and creative, critical, and strategic thinking applied to problem solving. Within its broad educational mission, AMSC's SBLM Program offers students the opportunity to be the literate of the future[1].

The academic program focuses on enduring principles and concepts over transient or procedural activities. The content stresses critical thinking and active learning, practical work among student and faculty-student teams, and *intensive* student self-preparation—at least 2 weeks of which occur before matriculating to the 12-week resident portion of the program.

The SBLM Program employs a variety of teaching and learning techniques that include lectures, seminar discussions, research projects, practical exercises, case studies, field trips, and student leadership opportunities. The Resident Student Syllabus Guidelines, a later section of the Guide, define these methods of instruction.

Through frequent written and oral evaluations of progress; students demonstrate knowledge of the mission, roles, functions, and organization of the Army, and relate Army systems (money, people, things, and places) to each other and the larger economic, social, and political environments within which Army leaders must manage and make decisions.

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[1] Toffler, A., & Toffler, H. (1994). *Creating a new civilization: The politics of the third wave.* Atlanta, GA: Turner Publishing, Inc.

The SBLM Program is a pass/fail program. The American Council on Education, College Credit Recommendation Service evaluated this program—read "Credit Equivalencies" at TAB D for more information.

History

In examining civilian school opportunities within the Department of the Army in 1985, the Inspector General noted two key issues. First, there was no management or leadership training for key civilian employees comparable to that provided by military staff and senior service colleges. Second, there was no comprehensive program for military or civilians to train in Army-specific subjects geared to the sustaining base. In response to these weaknesses, the Chief of Staff approved the establishment of a college to educate and prepare selected military and civilian leaders.

Initially, AMSC conducted the program at the Maritime Institute of Technology and Graduate Studies in Linthicum, Maryland. The pilot class of 42 civilian and eight military students represented 17 different commands, 19 civilian career fields, and eight military career branches. From 1990-1992, AMSC delivered the program three times annually at the Radisson Mark Plaza (now the Hilton) Hotel in Alexandria, Virginia.

Fort Belvoir, Virginia, became the permanent home for AMSC as the College moved into its new quarters at Humphreys Hall in January 1993. At that time, the size of each class increased from 100 to 200 students. Soon after the College established itself at Fort Belvoir, Thayer Hall joined the "AMSC Campus." Thayer Hall, which was built as a library, now houses the AMSC library, which specializes in sustaining base topics, as well as the Fitness Center. The students reside at Knadle Hall, directly across from the campus.

To accommodate students who are unable to attend the resident program, the College instituted a Nonresident Pilot Program in September 1993. The first Nonresident Program class began in January 1995. This program provides the same content as the resident program, but is adapted to the distance learner. Since its inception, the program became a cyber-schoolhouse featuring on-line learning resources and virtual seminar discussions. The Nonresident Program also catalyzed the Year 2000 Electronic Campus. This virtual campus eventually will include all AMSC programs. To access the electronic campus, click on http://www.amsc.belvoir.army.mil/ecampus/default.htm

In 1994, at the request of the Vice Chief of Staff of the Army, pursuant to the intent of the Chief of Staff of the Army, the Assistant Chief of Staff for Installation Management (ACSIM) asked AMSC to prepare Garrison and Area Support Group Commanders to effectively lead and manage diverse garrison functions, organizations, and operations to accomplish the total installation

mission. AMSC accomplished this through the Garrison Pre-command Course. In addition, AMSC was asked to prepare Installation Commanders to effectively lead and manage the diverse and inter-linked multiples of existing and emerging sustaining base programs and policies affecting Army installations and their missions through its components of the General Officer Installation Command Course. Garrison Sergeants Major soon discovered the potential value of a course dedicated to their role and linked to the Garrison Command Team concept. In 1997, AMSC piloted the Garrison Sergeants Major Course. With the ACSIM's support AMSC institutionalized the course in 1999.

Among other changes in the personnel community linked to regionalization, the Deputy Assistant Secretary of the Army for Civilian Personnel Policy moved Personnel Management for Executives (PME) from the soon to close Army Center for Civilian Human Resource Management[2] to the Army Management Staff College in October 1997. The personnel community has offered PME since 1954. Offered for many years at numerous regional sites around the country, AMSC now offers PME, which focuses on the people issues of organizations, at two sites—Fort Belvoir in the Washington, D.C. area and Fort Leavenworth in the Kansas City area.

In addition to its programs, faculty consults with organizations on specific issues of interest touching the sustaining base. In part, faculty uses these consultations to gather real-time examples of challenges facing leaders and managers throughout the sustaining base. Faculty then applies these examples as part of the learning experiences of students in AMSC's programs.

In the course of a few short years, AMSC grew from one to seven programs and added a significant consulting base. These activities exemplify AMSC's two core competencies, educating sustaining base leaders and serving as resource to the sustaining base.

Purpose

The AMSC serves three basic purposes. *First*, in support of the Army Civilian Training, Education, and Development System (ACTEDS), it educates Army civilian and military leaders to assume leadership and management responsibilities throughout the sustaining base. *Second*, the College promotes the bonding of civilian and military leaders, thereby enhancing the cohesiveness of the Army. *Third*, the College adds to the body of sustaining base knowledge through research and consulting, thus acting as a resource to the communities it serves.

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[2] The remaining training function moved to the Civilian Personnel Operations Center Management Agency located at Aberdeen Proving Ground, Maryland.

Customer Requirements

In 1995 AMSC faculty interviewed 169 general officer, Senior Executive Service (SES), and political appointee executives of the Army, DOD, and selected federal institutions. The purpose was to validate requirements which AMSC graduates should fulfill as a critical pool of future Army leaders, managers, and executives. The findings from that validation are listed in the next section. These requirements heavily influence the selection of the AMSC resident SBLM Program curriculum design, organization, and content, as well as the selection of learning and teaching methods. The SBLM Program orients delivery on adult learning strategies, many opportunities to practice, and real-time, non-standard problem solving. AMSC faculty provide students the opportunity to learn. Students must take the opportunity and apply themselves to that learning.

AMSC Customers Demand...

Leaders Who Can:

- Lead people.
- Make decisions and solve problems—and take action on the decisions.
- Write clearly and concisely for internal and external audiences.
- Orally communicate with internal and external audiences.

Leaders Who Have:

- Vision ("see" connections; understand where the Army is going.)
- Flexibility (mental agility and ability to lead in ambiguous situations.)
- "Can do" attitude.
- Selflessness (organizationally focused.)

Leaders Who Know:

- Mission, roles, functions, organization of the Army.
- MACOM, major subordinate command mission, goals, and objectives.
- Relationships among Army systems (money, people, things, & places.)
- Command vision of next higher level.
- How their organizations fit into the Army context.

Diagnostic Instruments

The SBLM Program uses selected diagnostic instruments to help students better understand themselves in their roles as leaders and managers. These instruments typically assess such areas as writing skills, management and leadership, individual personality type, and learning styles. Included are pure

self-assessments and assessments that measure the perceptions of supervisors, peers, and subordinates, also called 360-degree assessments. These instruments, coupled with ongoing feedback in these areas from the faculty advisor, will assist students in recognizing their strengths and weaknesses.

We send students the assessment instruments in the Term 1 pre-work package 4 to 6 weeks before the first day of class. These assist the faculty advisor in developing a baseline from which an effective developmental plan can evolve for the student. We administer other instruments throughout the SBLM Program to assist in continued modification of the student's developmental plan.

Faculty Advisors

We will assign each student a faculty advisor. Normally, three faculty members are assigned to each seminar to serve as facilitators and advisors. One of these faculty members serves as Seminar Leader and will be the student's primary point of contact for all academic and administrative issues. Student needs or problems should first be discussed with the assigned Seminar Leader, or in the Seminar Leader's absence, one of the seminar faculty members. The student may be referred to other staff members for administrative assistance as needed.

Each seminar room contains a Faculty/Staff Biography book. This book provides information about each faculty and staff member.

Classroom "Rules Of The Road"

We assign students a permanent seat for presentations in the Lecture Hall upon arrival at the AMSC. Students may not change seat assignments without permission from seminar faculty. Students with medical conditions that require a seat change should immediately bring it to the attention of their seminar faculty. Faculty, in coordination with the Registrar's staff, may change seat assignments for accommodation purposes. Seating in seminar rooms is the responsibility of seminar faculty. Attendance will be monitored during all sessions presented in lecture or seminar.

The doors that are located adjacent to the stage in the lecture hall are for emergencies only. Please enter and exit the lecture hall using the foyer doors.

Students share responsibility for the general cleanliness of the lecture hall and seminar rooms. *We do not permit eating and drinking in the Lecture Hall or in the foyer leading to the Lecture Hall[3].* Seminar rooms are the student's home base. Remove trash from the desk areas daily. Books, notes, and personal study materials may be left in assigned seminar rooms during the class day; however, students remain responsible for the books, materials, or equipment they have been issued or have signed out. Students must not rearrange or remove classroom furniture without prior seminar faculty approval.

We assign selected seminars to host the presentation of Track Topics. Therefore, we ask seminar students and faculty to prepare space for the use of others; for example, clear tables of materials so that others may move freely about and to ensure that private or sensitive material has been properly stored. Conversely, Track Topic users of seminar rooms should leave the rooms as they found them.

Humphreys Hall, the location of AMSC, is a *NO SMOKING* facility. Smoking areas have been designated at the east side building parking lot. Smoking policy will be discussed in seminar. Please do not smoke in other than designated smoking areas.

Security And Safety

Students share responsibility for the security of seminar rooms, lecture hall, computer center, library, fitness center—indeed, all AMSC buildings and facilities. We open buildings at 0630 and lock them at 1700. Students have access to the buildings at other hours but should ensure that doors lock behind them. Some doors may need an extra tug or push to close properly.

The normal rules for secure and safe environments apply. Do not leave valuables unattended. Know the location of and route to meeting points in case of fire/emergency drills. Report problems or other safety/security observations immediately to the seminar faculty or building manager.

Class Schedule

We will provide a tentative schedule of the l2-week program. This draft schedule identifies class times, locations, guest speaker presentations, and special events. This schedule is only a guide. It is subject to frequent changes. We will make the final weekly schedule available each Thursday for the

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[3] Students with medical conditions requiring drink should bring a physician's note.

following week. If there are any changes to the final weekly schedule, students will either receive a new schedule or be notified by their Seminar Leader about the change. Schedules are available on the LAN in the seminar room.

Identification Badges

Administration will issue student identification badges during in-processing. Please wear them during all scheduled events and at all official AMSC functions. The size and number of the class, administrative staff, and faculty makes it difficult to get to know everyone. Wearing identification badges facilitates communication with staff, faculty, other students, and guests of AMSC. Guest speakers especially appreciate the gesture of wearing identification badges where they can be easily read. Students must wear their identification badges in order to receive lunch and dinner on regularly scheduled class days.

Survey Instruments

We administer survey instruments to all students throughout the program. These surveys cover a broad range of areas including academic, administrative, and quality of life issues. We use the feedback received to improve the program. We expect all students to participate in the survey process. We hold surveys in the strictest confidence and report data only in aggregate form.

Accountable And Non-accountable Items

During seminar in-processing, we issue students a number of books and learning materials. We will charge to replace non-accountable items if they are lost. They may not be replaced at all if the item is in short supply. We will charge for accountable items not returned or returned in unusable, marked up, or other defaced condition. AMSC will not issue diplomas to students with outstanding obligations to the College.

Use Of Photocopy Equipment, Fax, Computers…

AMSC makes government photocopy equipment, fax machines, computers and other office equipment available for student use contingent upon the following:

- Use only equipment in seminar, Student Services, or otherwise indicated for student use.
- Use equipment only in discharging responsibilities associated with the curriculum, class leadership, or sanctioned College activities.
- Treat equipment with care and respect. Do not use it for purposes it was not intended to fulfill.

Misuse, misapplication, or willful damage and disregard of the above may result in involuntary administrative attrition from the SBLM Program.

Use Electronic Media

Everyone at the College relies on e-mail to communicate. We do not intend to replace appropriate face-to-face communication or signatures of approval for College/student activities with e-mail or e-mail approvals.

What is appropriate to send over electronic means is subject to debate and discussion across all professional communities. We expect all AMSC students to use language, tone, and quality of communication over e-mail or other electronic means which indicates they are of high professional character and possess the self-control and discipline which may be expected of executives.

Misuse of Internet, e-mail, or other electronic communication—to include hacker or hacker-like activities, accessing or sending pornographic materials, and using libelous language—may result in involuntary administrative attrition from the College.

EDUCATIONAL PHILOSOPHY

Approach

The SBLM Program approaches education through broad-based leadership, management, decision making, and integrative knowledge of the Army, especially its existence in a dynamic world environment. The program emphasizes education over training

The SBLM Program's educational philosophy is learner and peer-focused. It is practice oriented. The program features multiple opportunities for life related, problem-centered, consequential, critical thinking. The emphasis is on how to think, not what to think.

Seminar discourse and group work for individual learning reinforces the focus on peers. In small groups, students relate program material to their prior experience and learning as well as benefit from others' experience. The groups serve to facilitate personal development as group members learn about their own skills of leadership, teamwork, and personal influence.

We employ a variety of teaching and learning techniques at AMSC. These include guest speakers, case studies, practical exercises, lectures, field trips, reading and writing, and research. The Resident Student Syllabus Guidelines presented later in this <u>Academic Guide</u> describes each of these techniques in more detail. Salient to all these techniques, however, is the SBLM Program's approach to critical thinking.

Critical Thinking

Critical thinking is integral to SBLM Program teaching and learning methods. It is defined as disciplined, self-directed thinking displaying a mastery of intellectual skills and abilities—thinking about your thinking while you're thinking to make your thinking better.

The parts *of Critical Thinking are:*[4]

1. All reasoning has a *PURPOSE.*
    a. Take time to state your purpose clearly.
    b. Distinguish your purpose from related purposes.
    c. Check periodically to be sure you are still on target.
    d. Choose significant and realistic purposes.

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[4] Paul, R. (1996). Helping students access their thinking. Center for Critical Thinking [Available Internet], http://www.sonoma.edu/cthink/ , then click on "College and University," then click on "Library."

2. All reasoning is an attempt to *FIGURE SOMETHING OUT, TO SETTLE SOME QUESTION, TO SOLVE SOME PROBLEM.*
   a. Take sufficient time to clearly and precisely state the question at issue.
   b. Express the question in several ways to clarify its meaning and scope.
   c. Break the question into sub questions.
   d. Identify if the question has one right answer, is a matter of opinion, or requires reasoning from more than one point of view.

3. All reasoning is based on *ASSUMPTIONS.*
   a. Clearly identify your assumptions and determine whether they are justifiable.
   b. Consider how your assumptions shape your point of view.

4. All reasoning is done from some *POINT OF VIEW.*
   a. Identify your point of view.
   b. Seek other points of view and identify their strengths as well as weaknesses.
   c. Strive to be fair-minded in evaluating all points of view.

5. All reasoning is based on *DATA, INFORMATION, and EVIDENCE.*
   a. Restrict your claims to those supported by the data that you have.
   b. Search for information that opposes your position as well as information that supports it.
   c. Make sure that all information used is clear, accurate, and relevant to the question at issue.
   d. Make sure you have gathered sufficient information.

6. All reasoning is expressed through, and shaped by, *CONCEPTS* and *IDEAS.*
   a. Identify key concepts and explain them clearly.
   b. Consider alternative concepts or alternative definitions to concepts.
   c. Make sure you are using concepts with care and precision.

7. All reasoning contains *INFERENCES* OR *INTERPRETATIONS* by which we draw *CONCLUSIONS* and give meaning to data.
   a. Infer only what the evidence implies.
   b. Check inferences for their consistency with each other.
   c. Identify assumptions that lead you to your inferences.

8. All reasoning leads somewhere or has *IMPLICATIONS* and *CONSEQUENCES.*
   a. Trace the implications and consequences that follow from your reasoning.
   b. Search for negative as well as positive implications.
   c. Consider all possible consequences.

These eight parts then must be merged with the **intellectual standards** that characterize the quality of reasoning about a problem, issue, or situation. You will be expected to infuse these into your thinking. The most significant of these are:[5]

— *CLARITY:* Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we do not yet know what it is saying. For example, the question, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

— *ACCURACY:* Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

— *PRECISION:* Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)

— *RELEVANCE:* How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning, and *when this is so,* effort is irrelevant to their appropriate grade.

— *DEPTH:* How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lacks depth). For example, the statement "Just say No" often used to discourage children and teens from drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

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[5] Paul, R. (1996). Universal intellectual standards. Center for Critical Thinking. [Available Internet], http://www.sonoma.edu/cthink/ , then click on "College and University," then click on "Library."

BREADTH: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of…? A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

— *LOGIC:* Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combinations of thoughts are mutually supportive and make sense in combination, the thinking is "logical." When the combination is not mutually supportive, is contradictory in some sense, or does not "make sense," the combination is not logical.

Executive Core Qualifications Of
The Senior Executive Service (SES)

The Army Management Staff College prepares selected Army Civilian and Military leaders to assume leadership and management responsibilities throughout the sustaining base. Graduates of the SBLM Program may one day be the Senior Executive leading the organization. Several SBLM Program graduates are already in the SES. To enter the SES, that graduate must have first met the qualifications of the SES. The Office of Personnel Management (OPM) defines certain core qualifications needed by senior executives. It is important that the Sustaining Base Leadership and Management Program (SBLM) connects leadership development to executive core qualifications. The

Fit to Executive Core Qualifications
for the SBLMP

Term	ECQ 1 Leading Change	ECQ 2 Leading People	ECQ 3 Results Driven	ECQ 4 Business Acumen	ECQ 5 Building Coalitions & Communication
1; 2	x	x			x
3	x				
4	x	x	x	x	x
5	x			x	x
6	x	x	x	x	x
7	x	x	x	x	x
Tracks	x	x	x	x	x

following chart is a crosswalk between the executive core qualifications and each term in the SBLM Program. TAB E describes in detail how each SBLM Program term meets these qualifications. For more information about the Executive Core Qualifications, view this Internet site:
http://www.opm.gov/ses/HTML/ecq4.HTM

Term 1. Pre-SBLM Program:

Term 1 introduces you to the SBLM Program academic environment and reinforces SBLM Program expectations. The SBLM Program pre-packet provides an overview of curriculum and entry sessions on leadership. You will complete a battery of instruments that assess your personality, leadership, critical thinking, and writing skills. You will also complete a self-paced learning workbook on decision-making tools, Tooltime Workbook, and on the Army Mission, Roles, Functions, and Organization. You must write a short paper on your leadership philosophy, and you should read the book, Killer Angels by Michael Shaara. We also ask you to bring information about your home organizations' vision, mission, functions, roles, and fit within the Army. During the first week of residence, you will attend several "reception" classes. These sessions assist you in adapting to the AMSC experience.

Term 2. Leadership, Management and Decision Making

Purpose. Term 2 sessions set the path for learning. This term facilitates your learning about organizational beginnings, growth, and change under a variety of conditions—including the influence of the individual upon the organization. It also includes the impacts of change in external organizations, systems, and change(s) at the national level. You will learn and apply principles of effective leadership, management, communication, problem solving, and decision-making.

Term Objectives.

a. Complete those administrative and academic activities that are associated with entrance into and exit from the SBLM Program.

b. Assess your personal condition in matters of health and fitness, leadership, learning styles, and personality.

c. Develop plans for SBLM Program and post-graduation to address weaknesses and/or strengthen attributes identified through assessments, peer feedback, and counseling with faculty.

d. Participate in team building within the assigned seminar. Establish group norms and capitalize on individual and corporate strengths. Form working relationships and develop mechanisms for maintaining cohesive teamwork.

e. Embark on the development of leadership skills (writing, briefing, debate/persuasion, problem solving, decision-making, and critical/creative

thinking) required for successful completion of the SBLM Program curriculum and for successful performance in the sustaining base environment.

    f. Analyze the principles/theories of leadership, management, teams, and organizations, and begin to assess how these theories are manifested in the Army culture.

Term 3. The National Security Environment

Purpose. The purpose of Term 3 is to help you establish an understanding of the national security environment. Term 3 introduces the national security environment and the role that the Department of Defense plays in that world. A sound understanding of the overall Defense effort is essential for you to analyze and evaluate the performance of the Army.

Term Objectives.

    a. The international environment facing Force XXI.

    b. U.S. national security interests and the national elements of power.

    c. The organization and functions of the Department of Defense, its major components, and its role within the Federal Government.

    d. Joint operations and "jointness," and the basic demands of military operations in general.

    e. The major systems and processes that support senior Defense leaders in meeting their statutory responsibilities.

    f. The seminal documents that both inform the effort and articulate the results of that effort.

    g. The general demands of force projection operations.

Term 4. The Operational Army

Purpose. Term 4 builds a foundation for understanding the force composition, structure, and support mechanisms that make up the Army. Emphasis is on the organization and structure. Term 4 explores the role of the various types of combat, combat support, and combat service support units. You will examine military and civilian cultures to identify cross-cultural relationships that make the Army one team. You will take a staff ride of the Gettysburg Battlefield. Term 4 provides the fundamentals of the Operational Army, Army culture, reserve components, and logistics.

Term Objectives.

   a. An understanding of the Army—its roles, missions, and functions and the Army's core capabilities.

   b. How the Operational Army interacts with the Institutional Army, DOD, and other Government agencies.

   c. The critical role that the reserve components play in achieving National Military Strategy.

   d. An appreciation of the operational art of warfare and an understanding of military leadership.

   e. An understanding of basic logistical support requirements as they apply within the national security environment.

Term 5. Design, Develop, and Resource the Force

Purpose. Based upon FM 100-11 and DA PAM 100-1, Term 5 explores how the Army manages change. Force Management is the process of determining force requirements and alternative means of resourcing requirements. Force Integration is the management of change through the systemic introduction, incorporation, and sustainment of new doctrine, new materiel, and new organizations into the force. Term 5 exposes you to the fundamentals, systems, and processes used to design, man, equip, and resource the Army.

Term Objectives.

   a. Acquire a broad base of information and concepts connected to PPBES.

   b. Understand the interrelationships with designing, acquiring, fielding, and measuring the readiness of forces and materiel.

   c. Acquire a broad base knowledge of the policies and practices associated with training, equipping, and assigning people in the forces.

   d. Demonstrate an ability to assess and analyze how the Army runs.

Term 6. Sustain and Project the Force

Purpose. Term 6 explores how the Army sustains and projects the force structure that was designed and developed in Term 5. It investigates the Sustaining Base of the Army. Term 6 introduces what is required to support the force, how the Army goes about that support, and how the Army evaluates the execution of that support. This term examines how installations operate as a home to the force and serve as a platform for executing the Army strategy of force projection. It also provides an opportunity for analysis of other evolving initiatives, trends, and issues affecting installations.

Term Objectives.

a. Analyze how the Army projects and sustains the force. This includes demonstrating an understanding of the roles and responsibilities of MACOM/Installation managers in the spectrum of mobilization and deployment.

b. Evaluate the existing and projected operations and inter-relationships involved in the management of Army personnel, logistics, and installations.

c. Understand the role of the installation as a power projection platform, and be able to demonstrate knowledge of the missions, roles, and functions of installation management.

d. Understand the functional elements and principles of logistics that exist at the strategic, operational, and tactical levels, and in terms of readiness, force projection and sustainability.

e. Compare and contrast the merits of existing and projected military and civilian personnel management systems in terms of readiness, ability to deploy, and sustainability.

f. Appraise the impact of advanced/emerging technologies on the personnel, logistics, and installation systems of the Army.

g. Apply decision-making, problem solving, and effective communication skills to issues involving sustaining base organizations.

Term 7. Integration, Synthesis and Evaluation

Term 7 consolidates the knowledge, leadership, and analytical skills you will acquire throughout the SBLM Program. Through the Term 7 Capstone exercise, you will focus on the principles of national security and the employment of elements of national power, the conduct of military actions, the preparation for military operations—the business of the Army. The exercise catalyzes your

integration and synthesis of processes and systems designed to prepare the force for mobilization, project the force to theater, sustain it during military operations, and bring it home—all the while taking care of the family.

Term Objectives.

a. Participate fully in a complete overarching exercise, synthesizing the knowledge gained while at AMSC.

b. Evaluate significant issues relating to the Sustaining Base and Leadership Management Program, and analyze their impact on the Army.

c. Apply decision-making, problem-solving, and communicative skills to issues covering the breadth of the SBLM Program curriculum.

d. Evaluate the integration of the Army within DOD and the executive branch—its role, responsibilities, organization, and functions.

Track Topics: Issues in Sustaining Base Management

The 3-day Track resembles a core of electives. You will have some choice as to which session you will attend. Track topics change as the contextual issues surrounding "Issues in Sustaining Base Management" change. Therefore, track topics lend themselves more easily to quick response than does the remaining curriculum. The Tracks are designed to provide a forum to enhance your knowledge and understanding of emerging issues affecting DOD and the Army while mixing you with other students outside of your home seminar. Track topics taught are similar in administration and coordination. One graded evaluation measures your ability to understand and analyze concepts presented during the Track.

RESIDENT STUDENT SYLLABUS GUIDELINES

The following information explains the terms used in the student syllabus. The syllabus is an outline of session objectives, reading assignments, and student requirements.

1. ADMINISTRATIVE INFORMATION: That information listed in the shaded area at the beginning of the syllabus. This section contains the session title, scheduled classroom time, and estimated outside prep time. Most of the information is self-explanatory. Specific definitions are as follows:

a. Type of Session describes the method of instruction or technique used in the session. This will include one or more of the following:

(1) Lecture: Educational instruction delivered by AMSC faculty or appropriate expert. Minimal student input is required.

(2) Guest Speaker: A General Officer, SES, or other relevant official or expert who presents official positions, program relevant information, or perspectives important to the SBLM Program. This is usually performed in lecture format.

(3) Synthesis: Discussion in seminar of a specific speaker, lecturer, or other learning activity that pulls together information from a variety of sources and perspectives and clarifies learning extractable from these sources and perspectives.

(4) Small Group Work: More than one student working together within the seminar. Small Group Work is a technique, and not a method; it will always be used with one of the following methods of instruction:

(a) Case Study: Given a situation or scenario, students work an issue and solve a problem, or make a decision. This technique involves the critical and analytical examination of an episode (real or hypothetical) to illustrate issues associated with selected subjects. The most common form of case study presentation is a brief, written narrative.

(b) Practical Exercise (PE): Students are required to perform an action or series of actions that demonstrate their ability to accomplish a task. PEs consist of individual or group assignments to provide practical application of learning objectives. The faculty facilitators usually act as observers or advisors. During group exercises, students assume a variety of different roles, including acting as organizer and director for activities of the group.

(c) Discussion: Information exchanged between students, with faculty facilitating.

(5) Reading: Material read by the student in order to complete or prepare for an assignment or session. This material will support the concepts required to meet the Terminal Learning Objective (TLO).

(6) Research: Student collects information on a specified topic in order to develop a paper or present a briefing. Information sources may include, but are not limited to, readings, videos, or Internet sites. This technique involves the targeted examination of a particular issue through a critical thinking process and application of intellectual standards. Results are prepared by students, guided by faculty, and shared with others through a variety of means.

(7) Staff Ride/Field Trip: Students visit a location to acquire information and put areas of study into perspective in support of one or more learning objectives. A staff ride/field trip usually requires some form of preparatory work.

(8) Examination: A written assessment of student knowledge.

(9) Counseling: Faculty advisor and student discuss the student's personal and professional goals, skills, and academic performance.

b. Outside Prep Time: Any time spent by the student outside of the regular classroom time in order to prepare for that session. This is time spent <u>before</u> the session begins—to include reading, research, meeting with other members, and preparation of materials directly related to the session.

2. PURPOSE: The purpose has two paragraphs as defined below.

a. How this Session Supports the Term Objectives: Explains how this session supports the Term objectives as it relates to the Sustaining Base.

b. Why this Information is Important: Explains why this session is important.

3. ASSUMPTIONS: Prerequisite information or skills the student will have before coming to the session in order to accomplish the TLO.

4. OBJECTIVES:

a. Terminal Learning Objective (TLO): The main objective of a session. It is what the <u>student</u> is expected to know or accomplish as the result of a session.

b. Enabling Learning Objective (ELO): Objectives that support the TLO. They are smaller steps that the <u>student</u> must learn or accomplish in order to achieve the TLO.

5. KEY CONCEPTS: Short, concise comments highlighting the main learning points of the session.

6. MEASUREMENT OF TERMINAL LEARNING OBJECTIVES: A description of the how the TLO will be evaluated. It will:

a. Describe the activity that measures the TLO and identify whether this measurement will be accomplished in this session or in another part of the curriculum.

b. Describe the grading criteria.

c. Provide samples or formats, as appropriate.

7. STUDENT ASSIGNMENTS:

a. Required Readings: List of mandatory student reading assignments with source and page numbers. A reading assignment is normally an outside activity. The following are definitions of reading levels:

(1) Study—of primary importance. Student should be able to provide an analysis of the material and be able to synthesize and evaluate the material with or from other perspectives.

(2) Read—relevant importance. Student should be able to analyze the material as relevant for other applications.

(3) Review—previously assigned. Student should be able to reach previously levels of expertise required in relation to the material.

(4) Scan—not evaluated. Student should have a familiarity of the material, knowledge of as well as understanding in relation to current material.

b. Other: A list of student assignments or exercises other than required readings that lead to accomplishment of the TLO.

8. OTHER USEFUL REFERENCES: Materials used by faculty and students for additional information on the session topic.

GUEST SPEAKER GUIDELINES

AMSC invites various distinguished key leaders and managers of the Army to speak to the class, faculty, graduates, and guests of AMSC to enhance the program. Most speakers represent a specific link to the SBLM Program curriculum. As the titular leader of their organization, they represent the official position or policy of the Army. We make every effort to present a diversity of speakers. Depending on external conditions, selected speakers may cancel. Guest speakers rank among the top reasons the weekly-published schedule changes.

Every effort is made to ensure ample opportunity for speakers to answer student questions. Students have a variety of responsibilities during guest speaker sessions. Students must be prepared to ask questions. Using the rules of critical thinking, students should challenge the guest speaker with questions of interest to the program of study and other students. Students should welcome, as a means to enhancing their own learning, opposing perspectives presented by the speaker. They should make the speaker feel welcome and present at all times the image of the consummate professional in dress and behavior.

General Policy

In order to afford the courtesies befitting the rank and stature of AMSC guest speakers please observe the following procedures.

- Turn off all watch alarms, beepers, cellular telephones and similar instruments calling for your attention.

- Wear appropriate attire: a Class A uniform for military students and a coat and tie or appropriate equivalent dress for civilian students. **(Do not remove your jacket unless invited to do so by the Guest Speaker.)**

- Be seated at least 5 minutes before the scheduled time, and do not leave your assigned seat until properly excused. Students with special problems who must leave the lecture hall out of cycle should work with their faculty on alternate seating.

- Rise when the speaker is announced, and be seated as directed.

- Applaud when the guest speaker is introduced.

- When asking questions, stand, identify yourself, your organization, and its location—not your seminar; ask your question and be seated. Ask one question at a time. You will be handed a microphone to ask your question

so that everyone may hear the question as well as the answer. Please keep your question short and focused. If you must ask a follow-up question, please request the microphone again by raising your hand.

- Speak loudly and clearly so everyone can hear you.

- Avoid asking multiple part questions.

- **Remember the Nonattribution Policy (see below)!**

- Applaud when the guest speaker finishes, but retain your seat until the student representative expresses the "thank-you" for your class.

- Rise and applaud when the representative finishes.

- Remain standing behind your assigned seat until we have escorted the Guest Speaker from the lecture hall.

Please volunteer to introduce guest speakers. If we cannot find a volunteer, we will assign an introducer. We will provide seminars with the names of guest speakers for this purpose. Each seminar may select its own volunteers. Protocol will provide background information on the speaker to help the student prepare the introduction. Keep introductions short and pithy, relating the speaker's expertise to the topic or area under discussion. It is inappropriate to simply read the Protocol-provided biographical information. Students must practice the introduction with a seminar faculty member. The student will have an opportunity to meet the speaker a few minutes in the Protocol Office prior to the presentation.

We encourage students to volunteer to thank guest speakers. Such representatives will be selected at the same time as introducers. This is an additional opportunity to meet the speakers for a few minutes prior to the presentation.

Nonattribution Policy

One aspect of learning requires open expression of thoughts and opinions in an atmosphere of academic freedom. To obtain open expression requires trust that those thoughts and opinions will not appear subsequently in other environments where the speaker may encounter consequences if those remarks are attributed to that speaker. The College is responsible for safeguarding this privilege of open, frank discussion—for upholding this covenant of trust. AMSC's policy of nonattribution during guest speaker sessions demonstrates our commitment to fulfilling that trust, and thereby enhances the educational

value of our Guest Speaker Program. To facilitate candid expression and learning, the nonattribution policy applies to all AMSC programs and sessions in which persons identified as guest speakers participate.

The nonattribution policy is this:

Any AMSC student, faculty member, or visitor may attribute nothing a guest speaker says during an AMSC presentation to the speaker. No AMSC student, faculty member, staff member, or visitor may discuss specific statements from any lecture or question-and-answer period in any way that would identify by name, rank, position, title, or other characteristics the guest speaker who made those statements.

The name or other identifying features of a previous guest speaker are not to be used when asking questions of or making comments to a later speaker.

Nothing a guest speaker says is to be attributed to the speaker during discussions, writings, or other discourse with any government or private-sector person, forum, publication, medium, or in any other way.

One exception to this policy exists: During scheduled academic events at AMSC when no other persons are present, AMSC faculty members and students may associate remarks with an identified guest speaker when doing so significantly aids learning at that time and place.

Recording Policy

Consistent with nonattribution policy, attendees at AMSC guest speaker presentations will not record them verbatim, by any means, without written permission in advance from the Dean of Academics and the guest speaker. Accordingly, students, faculty members, staff members, and visitors will not bring tape or video recorders into any session. Bringing such equipment without express and advance written permission to record will be viewed as intent to record without permission, which constitutes an honor violation by students and an integrity violation by others.

Occasionally, the Dean of Academics or the Commandant may desire to record or videotape selected guest speakers for use in other College programs or activities. The Dean or Commandant will obtain permission for such recording from the guest speaker or his/her trusted agent. Recorders/operators will be identified in such cases to the guest speaker. No student, faculty member, staff member, or visitor should infer that he/she may also record in such circumstances.

Students, faculty, staff, or visitors who wish to record or video tape any presentation, discussion, counseling, or similar event given by an AMSC faculty member, staff member, fellow student, or visitor must obtain permission in advance from the presenter to do so.

Functional Chiefs Representatives

The AMSC develops leaders and encourages them to understand the role, contributions, and relationships of all career fields to the Army. Thus, each seminar receives a balanced distribution of career fields in its student representation—to the extent possible based on class demographics. Integration of career fields to program enhances the learning process and the understanding of the Army.

The AMSC provides the opportunity for development within each career field. During the SBLM Program, AMSC will provide the student a unique opportunity to meet with his/her Functional Chiefs Representative (FCR). This executive highlights new programs and describes opportunities within their proponency. Students gain an appreciation and understanding of training, operational assignments, and self-development programs that improve technical and leadership skills. Students will need these skills to ensure continued outstanding performance within each career field.

Career Field gatherings provide a forum for students to meet with other students of the same career field. Often such acquaintances lead to life-long networking and professional friendships. A designated student is the host for each meeting. This host or hostess will offer a few words of welcome to the FCR, make introductions, and ensure the meeting flows smoothly. At the close of the meeting, the host will express the group's appreciation.

The AMSC Protocol Officer is the point of contact for all FCR meetings. Protocol will provide each seminar a listing of specific FCR meetings. If held during lunch, students will bring their lunches to the appropriate room. The FCR will eat with the students.

As you review the list and commit to attending your FCR meeting, please remember students may attend the meetings of any FCR scheduled. Students not currently in a career program may want to take advantage of this opportunity. You must inform the protocol officer if you wish to attend any FCR meeting. Once you commit to attending, please be sure you come. If you cannot come, please ensure you notify the protocol officer at least 24 hours in advance.

SEMINAR PROCESS

Seminar

A seminar involves a **high degree of student participation** in a small group setting. This format provides an opportunity to emphasize the substance of a lecture and/or assigned readings through analysis, synthesis, or evaluation[6]. Seminar discussions are designed to elicit and exchange substantive information from previous experience and expertise. This dialogue stimulates the development of new solutions to problems as well as the identification of all factors that impact on policy decisions.

The seminar experience also provides the opportunity for individuals to learn about their own skills in leadership, teamwork, and oral presentation by practicing each of these skills in the relatively safe seminar environment.

Phases Of Seminar Development

It is important to recognize that the seminar group, like other groups, tends to follow an orderly, sequential process as it develops into an effective and productive unit. There are different theories addressing this; however, most of them have at least some similarities. One theory has labeled these stages as forming, norming and storming, and performing, respectively. An additional step, not part of the developmental process, is the step of Adjourning.

Forming. During this initial phase of group development, members of the group are meeting for the first time, getting acquainted, and clarifying the goals and priorities of the group. A great deal of testing occurs. Individuals test which behaviors are acceptable and which are taboo. Much attention is focused on the group leader as group members search to define their tasks and their boundaries. Individuals are concerned about such issues as:

- Who are the other members in this group?
- What is the purpose of the group?
- How much commitment or investment do I want to make in the group?

Members are often polite, superficial, and uncomfortable. Discussions normally involve safe topics of conversation, war stories, and requests for additional information.

Norming and Storming. Following the Forming stage, the group begins to organize itself. Roles, responsibilities, and task structure are addressed. Issues of power and competition dominate group life, and the mood can be highly

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[6] Bloom, B. S., et al. (Eds.). <u>Taxonomy of education objectives: Handbook I, cognitive domain</u>. New York: David McKay Co., Inc.

emotional and rebellious until these issues are defined. As the definitions become clear, group cohesion evolves with a new atmosphere of cooperation, openness, and positive feedback. Individuals become more confident and comfortable with the group environment. Members address such issues as:

- What role will I play in the group?
- What are the group norms? Do I accept the role and norms?
- How much influence will I allow the group to have over me?

In some groups, power struggles and cliques develop, occasionally resulting in group dissolution.

Performing. If the group evolves beyond the first two phases, it enters into a productive working phase. Roles and norms have been decided, goals accepted, and tasks assigned. The task theme is problem solving. The emphasis now moves to an examination of how the group can work together most efficiently and effectively. Group members begin to work as a single unit resulting in greater productivity. The relationship is one of interdependence. Competition with other groups often occurs. The group exhibits cohesion, sharing of experiences, trust, mutual support, and open discussion when there are differences of opinion. Individuals feel free to disagree with others within the group, to take risks, and to share opinions and emotions of a personal nature.

Adjourning. The final step is Adjourning. This involves reflection on accomplishment and disengagement of relationships. There is time set aside in the SBLM Program for adjourning the seminar. This may involve recognition for participation, a time for members of the group to say their good-byes, or anything else the seminar members want to do at that time.

Frequently, at the end of the program, seminar members express the feeling of having gone through these or similar stages. Some pass through some of the above stages very quickly and others progress more slowly. Seminars can and do return to earlier stages of group development when new tasks are introduced or when changes in individuals occur. Awareness that there is a normal progression through these stages can provide the seminar a better understanding and appreciation of group dynamics and the learning process.

Characteristics Of Seminar Learning

1. Sharing Ideas

One of the main activities of a seminar is, of course, discussion. Discussion is a method of sharing ideas with others to achieve a clearer and broader view of fundamental problems and issues. Seminars provide the opportunity to share ideas. Each individual brings certain understandings, information, and experiences. By providing an opportunity for all members to share their points

of view, the seminar sharpens and extends each individual's own range of knowledge and understanding about basic problems or issues. An effective seminar requires the cooperation of all its members, all must talk together, think cooperatively; share knowledge, experience, opinions, and ideas in exploring a problem.

Discussion is not a method of argument or debate. It involves the critically thought out presentation of differing points of view with the ultimate aim of settling an issue or deciding upon a program of action. Discussion provides new sources of information, new perspectives, and helps keep us receptive. Through discussion, individuals can learn to analyze problems more effectively and to form sound judgments about them. Perhaps most importantly, discussion helps stimulate individual thinking and reading long after the discussion is over. As a result of participating in seminar discussions, you will find that you have learned to read more critically, that you are deriving more from your reading than before, and that you have gained a deeper awareness of your responsibilities as a leader.

Effective participation in seminar discussion can also result in acquiring new insights and skills. You can learn how to listen with a purpose, appreciate the other person's point of view, and develop an awareness of the many sides of truth.

Effective discussion requires shared participation. Shared participation, in turn, requires that everyone be given an opportunity to express opinions to the group. This opportunity is available only if each member is conscious of the rights of others to present their perspectives—and acts positively on that consciousness.

2. Listening

Listening is just as important in seminars as discussion. Good listening requires not only a sincere desire to understand what others have to say, but also a belief in the importance and worth of other members' ideas. You can show your interest in, and concern for, all comments by devoting your full attention to the speaker.

Because communication is a two-way process, you must develop effective listening habits. Think about what is being said and relate it to the information contained in the assigned reading selections or the lecture. Good listening by all members of the group helps ensure the maximum flow of information and ideas.

When members of the seminar are talking, listen carefully so that you can grasp the full meaning of their comments. Give them the attention you would like to have and would expect from them when you are speaking. Do not start

collecting your thoughts and thinking of what you are going to say next while someone else is speaking. Stay "tuned in" to the discussion and try to understand the other person's point of view. Look at the speaker, and listen for meaning rather than words. Imagine yourself in the other person's shoes and see how the problem looks from a different perspective.

Before replying to comments of another member of the seminar, be certain you understand not only what was said, but also what the intention was. If you are uncertain about what message was intended, ask for further explanation. Refrain from agreeing or disagreeing until you comprehend the essence of the ideas. Request the speaker to restate the ideas when the meaning is not clear, or restate it as you understand it and ask whether your statement summarizes the ideas. This procedure, particularly in a heated discussion, may make the speaker modify what was said and clarify the speaker's intended meaning. After making an honest effort to understand the comments, try to analyze them and given them perspective. Evaluate the comments on the basis of the overall idea. Do not listen to a person merely with the intention of locating some minor inconsistency in the line of reasoning, but consider the entire idea. Think for a while after the speaker has finished. Then, if you disagree, say so in a positive manner and explain why and at what point you disagree.

Through careful listening and evaluation of the other person's remarks, each member can contribute to the effectiveness of the seminar.

3. Sticking to the Subject

Effective seminar discussion also requires sticking to the subject. Occasional brief digressions are permissible and even advisable. In general, however, a group must concentrate on the main subject if it is to move forward to decision making or problem solving. The failure of members to stick to the subject may be due to many causes, but among the most common are insufficient information, inability to analyze and synthesize, poor listening habits, or lack of motivation. Whatever the cause for digression, each member should assume responsibility for developing those habits and skills that will enable the group as a whole to concentrate on the discussion topic.

4. Shared Leadership/Shared Responsibility

The quality and amount of group productivity is not the sole responsibility of the faculty facilitator, but is shared jointly by each member of the seminar. Distributed or shared leadership affords all members an opportunity to develop skills, improves the overall success of the seminar, and disburses responsibility for the learning that occurs or fails to occur.

Increased motivation and individual development are among the advantages that accrue to members in a seminar where leadership is shared. In the one—leader group—the leader is frequently the only one motivated and the only one who assumes responsibility for motivating the other members of the group. When all members share leadership, they become more involved in the problem and assume more responsibility for energizing and involving other members of the group. All members have a greater opportunity for individual growth and development in the group process and in problem solving. Just as teachers often learn more than their students do, so do leaders learn and develop more than their followers.

5. Environment

Properly setting the stage for a seminar means developing an open environment or atmosphere in which members feel secure and comfortable. Effective communication in a group situation is largely dependent upon the established atmosphere or the interpersonal relations of the group. An effective seminar provides an environment wherein members feel free to express ideas that they deem important to the problem or topic being discussed. When there is an accepting attitude on the part of the group, individuals do not fear the possibility of being ridiculed or laughed at by other members.

Communication problems are minimal when the group environment reflects warmth, acceptance, and understanding. Of course, some individuals may lack oral skills and find it difficult to communicate their ideas. Generally speaking, however, the emotional reactions and personality dynamics of the group members can present more formidable obstacles to effective communication than an individual's inability to express himself/herself effectively. Those who listen frequently react more to the personality of the speaker than to the ideas expressed. Speakers who are accepted members of the group will not have problems conveying ideas to listeners.

If the group environment demonstrates poor interpersonal relationships, it may be the result of poor communication. In such an environment, people may be possessive of their own ideas, resist criticism, and resist the ideas of other members of the group. Other indications of ineffective communication are non-receptive atmosphere, apathy, boredom, daydreaming, hairsplitting, or harangues over precise definitions or terms. When such symptoms appear in the seminar, members must take stock of their group process to find out what is wrong and decide what to do to correct the situation.

Introspection

An effective seminar also depends upon the participation of members in another activity—introspection. This is an important seminar activity that is often overlooked and mistakenly neglected. Continual individual analysis of

goals and activities should be an integral part of the seminar program as it permits intelligent modification of the problem solving or discussion process at any stage. Some suggested questions you should ask yourself concerning your activities and the seminar group's activities are:

- What is my general reaction to today's seminar?
- What new insights or helpful ideas did I get from today's seminar discussion?
- What did the seminar add to the lecture, readings, or practical exercises?
- What value did I add to today's seminar experience?
- What would I like to change about the seminar experience?
- What did I learn about my own skills in leadership and team building today?

A learning matrix, described later as part of the evaluation plan, provides students an opportunity to record some of their personal reflections. They can then review these periodically to assess progress.

Seminar Organization

While at AMSC, every student will hold a position of responsibility in a seminar. The general duties associated with these positions are outlined below; however, the actual scope of the duties will vary based on the initiative and personality of the students and the seminar faculty. The only positions that are filled prior to the student's arrival are the Student Class President and Student Seminar Presidents. Students will volunteer for the remaining seminar positions during the first week of class.

Class President. The Class President is the principal student spokesperson for the class. The Class President attends scheduled meetings with the Commandant, Dean, and Seminar Presidents. The Class President has the additional role of assisting the College in greeting guest speakers and in ensuring that students return to class on time after breaks during lecture hall presentations. This is especially important when the College has guest speakers. The Class President has an overall responsibility for the coordination and conduct of class activities, ensuring a successful class for everyone. Of course, the Class President needs the full support of seminar presidents in all of these roles.

Seminar President. The Seminar President is the principal student spokesperson for the seminar. The Seminar President's duties include assisting the Faculty Seminar Leader in matters pertaining to student concerns, recommendations, and administrative matters; guiding the seminar in its participation in all non-academic activities; attending scheduled meetings with the Commandant and back-briefing the seminar students and faculty leader about the meetings; monitoring seminar attendance and ensuring any student

requests for emergency leave are processed through the Seminar President to the Faculty Seminar Leader; ensuring students return to the seminar room on time after breaks and assisting the Class President in this function when classes are held *en masse*; monitoring the performance of seminar members in the conduct of their positions of responsibility and reporting concerns, if any, to the Seminar Leader; and functioning as the principal point of contact within the seminar for all matters in the absence of the Seminar Leader or other faculty members.

In general, both seminar and class presidents catalyze student energy and participation, act as liaison for the class with the AMSC leadership, and encourage student attention to AMSC's underlying operational rules.

Student Awards Review Committee (SARC) Representative. The SARC representative helps the seminar understand the AMSC awards and student participation in the awards program. The SARC representatives will collect, review, forward, and recommend the disposition of nominations for <u>Certificates of Appreciation</u> and the <u>AMSC Alumni Association Leadership Award</u>. The committee will select one of its members as chairperson during its first meeting. A member of the AMSC Faculty Awards Review Committee serves as advisor to the SARC. See AMSC Student Award and Recognition Program for more details.

Treasurer. The seminar's Treasurer collects moneys for group activities and coordinates the financial aspects of other seminar activities.

Fitness Coordinator. The seminar's Fitness Coordinator is the point of contact for all health and fitness matters within the seminar. This includes collecting fitness points from seminar members, and encouraging seminar members to participate in health/fitness activities.

Survey Coordinator. The seminar's Survey Coordinator is responsible for providing students with the times and procedures for completing student surveys. The Survey Coordinator will receive a 1-hour brief regarding duties and the use of the automated survey system. Throughout the course, the Survey Coordinator will assist students in using the automated survey system.

Media/Computer/Supply Coordinators (*May be as many as two individuals per seminar*). The seminar's Media/Computer/Supply Coordinators are responsible for all aspects of audio visual, computer, and supply support within the seminar to ensure all audiovisual equipment is available, set up, and functional as needed for appropriate student-led seminar sessions and to ensure sufficient supplies are available for students within the seminar room (computer paper, slide frames, magic markers). These individuals are also

responsible for providing assistance and training to other seminar members on the seminar's audiovisual equipment and for consolidating certain requirements on diskette for the seminar.

Mid-Program Social Planner. The seminar's Mid-Program Social Planner works with the other seminar planners in planning and organizing the class mid-program social activity.

Graduation Activities Planner. The seminar's Graduation Activities Planner works closely with the other seminar planners in developing plans for the graduation social and activities associated with graduation (excluding the actual graduation ceremony).

Activity Coordinator. The seminar's Activity Coordinator assists in planning and organizing all social and informal activities excluding the mid-program and graduation activities (for example, local area professional sporting events, theater performances, and dinner theaters). Depending upon the social event or activity, this may also require working with Activity Coordinators from the other seminars.

News/Information Coordinator. The seminar's News/Information Coordinator assists in planning, coordinating and assembling input for selected seminar/class publications. The actual publications vary from class to class and may include a class yearbook, newsletter and/or complete student roster listing names, addresses (work and home), and phone numbers.

Memorabilia Coordinator. The seminar's Memorabilia Coordinator organizes and coordinates seminar efforts to design and procure distinctive memorabilia for the seminar or class, if desired (cups, mugs, tee-shirts). This may also require working with Memorabilia Coordinators from other seminars.

Photographer. The seminar's Photographer takes or arranges for the taking of photographs at social, formal, and informal seminar activities. The seminar's Photographer may work closely with the News/Information Coordinator as well as with Photographers from other seminars.

Resource Conservation/Recycle Coordinator (RC/RC). The seminar's RC/RC is responsible for ensuring sound resource and energy conservation is practiced within the seminar and is also responsible for the seminar's recycling program.

Additional Possible Seminar Roles. The number of students in seminar or the circumstances at the time may require additional seminar roles. The seminar, working with its faculty, may develop additional roles. Some examples are:

- Security coordinator for safety and security briefings and related matters.
- Transportation coordinator. A single point of contact for travel vouchers and coordinating transportation needs in seminar.
- Country Store manager for snack and beverage requirements in seminar.
- Scheduling coordinator keeps the seminar up to date on the latest schedule changes.
- Distribution coordinator for mail, flyers, newsletters, and other distributable items.
- CD coordinator collects ideas from seminar about the student content for the CD provided students as part of their exit package. Generally, we will ask for one class representative to work with the appropriate staff to develop the content of this CD, but seminars may want to think about that content early in the program. The CD will contain the program syllabi, selected readings and briefings, as well as other suitable reference material.

ACADEMIC POLICY AND PROCEDURES

Academic performance is directly related to the attitude, enthusiasm, and cooperation of the student in all educational and instructional activities and will be considered demonstrated performance of leadership and managerial potential. **It is mandatory that students attend all scheduled instruction, unless properly excused.** This includes attendance at term, track, tutorial, or other scheduled offerings. Unexcused absences or tardiness will not be tolerated. The student may be subject to administrative action and/or Academic Board action based on an unexcused absence or tardiness. <u>Students must resolve prior commitments that conflict with the College schedule before arriving.</u>

In addition, the SBLM Program is part of an intensive 12-week <u>resident</u> education experience. Students are required to be a resident while attending the SBLM Program. The daily academic schedule features a minimum of 8 hours of classwork—additionally, work teams and study groups meet in the evenings or on the weekends. The typical study day is 12 or more hours. Typically, students band together to work on their fitness plans and participate in group exercises before or after classes. Students eat together during work to facilitate networking. All of these activities translate to days beginning very early in the morning and ending very late in the evenings. Students who are not in residence and lack permission from the Dean of Academics, AMSC, are subject to administrative action and/or Academic Board action including disenrollment for failure to complete graduation requirements.

The student should always consider the classroom day to be 0730-1700, regardless of the projected schedule. The projected schedule is not necessarily the final schedule. This means that students should make themselves available during the entire period, 0730-1700. Students should not schedule absences or departures without appropriate approval.

The following guidance is provided for excusing students from class:

As a general policy, **an absence from scheduled academic instruction will not be approved except in cases of emergency**. Routine personal business (i.e., medical, dental, and eye appointments) should be scheduled during designated independent study time or other personal time, if possible.

Except in cases of emergency, students will submit a request for leave, in writing, to the Seminar President. The request must indicate the anticipated period of absence and include a justification for the request. If the period of absence covers a scheduled required evaluation or other critical periods of

activity or if the anticipated period of absence is in excess of 1 hour, the request must be submitted to the Faculty Seminar Leader for approval. The Faculty Seminar Leader has the authority to approve a request for absence up to 8 hours. Any request for leave of 8 hours or more must be submitted through the Seminar President and Faculty Seminar Leader to the respective Department Chair for final approval. The Dean of Academics approves absences exceeding 2 days. Students disagreeing with leave approval decisions may appeal to the next higher chain authority. The chain of command for leave decisions is Faculty Seminar Leader, Department Chair, Dean, and Commandant. The AMSC Commandant's decision is final.

In the event of an emergency which may cause the student to be absent from class, the student must contact the Faculty Seminar Leader or Seminar President. If this cannot be accomplished, the student must contact the Administrative Department or other responsible College officials with information concerning the circumstances surrounding the emergency as soon as possible. If an emergency causes early departure from a required evaluation, the responsible Department Chair may authorize a re-evaluation. The same is true if an emergency causes significantly late arrival for a required evaluation. Significantly late means that the student will not have sufficient time to complete the evaluation in the remaining time allocated for the evaluation. The student is responsible for any sessions or required evaluations missed as a result of absence regardless of the circumstances involved. An automatic failing grade will be awarded for unexcused absences involving a required evaluation.

Homework And Outside Preparation

Most academic assignments require both in and out-of-class preparation. AMSC guidelines governing in and out-of-class learning requirements (homework) are designed to ensure an integrated and balanced combination, optimize student use of time, and maximize learning.

The program requires <u>extensive reading</u>. In addition, there are long-term assignments such as papers. It is important that students "scope out" the entire workload, including all SBLM Program requirements, soon after arrival at AMSC and program their time wisely for the entire 12 weeks. Students should be aware that homework requirements may be greater on some days than others and may also be greater at the beginning of the program than at the end, reinforcing the requirement for careful planning.

Students unprepared for class discussion because they have not completed the reading or other homework significantly diminish the learning experience for all students. In our experience, consistent lack of preparation on the part of even one or two students eventually causes a downturn in the quality of seminar interaction and affects the general good tone of the class. Seminar faculty may recommend an Academic Board for consistent lack of preparation

for seminar or class activities. **Satisfactory completion of homework is an integral part of the graduation requirements.**

Student Evaluation Policy

About Academic Standards and Evaluation. The SBLM Program is intellectually rigorous as a result of the intensive program of reading, oral presentation, writing, and small group interactions. The underlying program purposes are:

- Application of values-based leadership and management principles to meet organizational goals, and exhibit professional behavior consistent with the Army's culture and values.

- Application of decision-making and problem-solving skills associated with being a leader and a member of a sustaining base organization.

- Evaluation of the national security environment and its demands on the Army as a partner in joint or multi-national scenarios.

- Analysis and application of how the Army develops, generates, projects, and sustains the operational force; and

- Analysis of the operation and inter-relationships of the major DOD and DA decision support systems involved in the management of information, resources, installations, logistics, acquisition, and force management.

The program is learner-centered. Faculty will evaluate written and oral presentations required for the various programs and return them to the student with detailed comments and critiques suitable to engender improvement. The primary objective of evaluations is to give the student an opportunity to demonstrate the ability to analyze and synthesize sustaining base issues and to demonstrate the ability to create intelligent choices among the difficult options facing decision makers throughout the Army.

Learner-Centered Education. Students are responsible for learning and exercising creative, critical, and strategic thinking. Most adult students tend to prefer life-related and problem-centered learning, and they learn best when they can integrate new ideas with what they already know and have experienced. This is the basis for teaching much of the program in seminar and for the directive that faculty support students' efforts to learn. Faculty are responsible for facilitating the students' creative, critical, and strategic thinking. **Faculty are responsible for creating a learning environment—the opportunity to learn.** To do this, faculty will teach, coach, counsel, mentor, facilitate, and evaluate students. **Students are responsible for doing the learning and meeting the standards**.

Evaluation Philosophy. The term evaluation is appropriate because AMSC faculty judge the worth or quality of the student's understanding of and facility with the material. The specific evaluation medium may include a paper, oral report or briefing, or practical exercise. Evaluations are not limited to these methods. The evaluation is as much a part of the learner-centered program as teaching sessions or facilitating discussions. Evaluation of students begins when students arrive at AMSC and ends with the Academic Evaluation Report (AER) sent to home station.

Objective of Evaluation. The primary objective of the evaluation is for the student to demonstrate abilities to analyze, synthesize, and evaluate—to think and not to simply restate "knowledge," but to work through the implied linkages, relationships, and implications of a particular issue. Evaluations require students to analyze, synthesize, and evaluate sustaining base issues and craft intelligent choices among the difficult options facing decision makers throughout the Army. All assigned material is subject to evaluation, whether it is directly covered in class or not. Based on the evidence of previous classes, students who have difficulty with the SBLM Program evaluations have not addressed the question asked, have provided a list of information where analysis was requested, or generally had difficulty expressing their thoughts in writing. Students should carefully read the General Evaluation Plan provided in seminar through the LAN (local area network).

Academic Evaluation Records And Academic Reports

Academic Records. The seminar Faculty Advisor will maintain an academic record for each student. All information necessary for an accurate evaluation of student performance will be made a permanent part of the file. Faculty Advisors will maintain a record of all formal counseling sessions, including date, time, and a summary of events. Papers and other written evaluations may be returned to students at the end of class. Students should maintain their own record of academic progress. No transcript will be issued. The permanent record of successful completion will be the diploma. Any other confirmations of graduation may be requested in writing from the AMSC Registrar. See the General Evaluation Plan available on the LAN.

Academic Evaluation Reports. After completion of the program, students will receive a copy of their individual Academic Evaluation Report (AER), DA Form 1059-2, that records their academic status and provides an evaluation of their performance and preparation to assume greater responsibility and authority.

For civilians, AMSC will send the AER to the student's supervisor with a copy forwarded to the individual. For Officers, AMSC will send the AER to Personnel Command (PERSCOM). The student's Major Army Command

(MACOM) commander or other appropriate Head-of-Organization will receive a memorandum mentioning the names of students graduated from that MACOM for the respective class.

Faculty Advisors will write the AER, and a draft of the completed form will be reviewed with the student as a part of formal end-of-program counseling. The draft is subject to Department Chair, Dean, and Commandant review, and the final AER may not appear precisely as written by the faculty member.

Students disagreeing with performance statements made on the AER may appeal these to the appropriate Department Chair. Second level appeals may be made to the Dean of Academics. The Commandant is the final authority on all such appeals.

The latest instructions regarding AER completion may be reviewed by requesting such review from the faculty seminar leader.

Graduation Requirements

The SBLM Program is a pass/fail educational program[7]. To receive a SBLM Program diploma, the individual student must have *met all residence and attendance requirements and passed each SBLM Program required evaluation with a grade of "Satisfactory."*[8] Class preparation and homework preparation

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[7] Defense Review Initiative Directive (DRID) 41 requires educational institutions to be accredited. AMSC's programs are evaluated by the American Council on Education (ACE). To keep our review level we must ensure that standards are met by every graduating student. See the TAB on ACE CREDIT.

[8] Work completed at AMSC receives one of only two possible evaluation results. These evaluation results are based solely on the student's immediate work. Selected required evaluations may be evaluated using a blind process in which the faculty member evaluating the paper or other material sees only the student's work, with no knowledge of the student's identity. The possible evaluation results are pass or satisfactory and fail or unsatisfactory.

Fail or Unsatisfactory. Fail means the work is unsatisfactory. In other words, the student has failed to demonstrate a basic understanding of the tenets and concepts involved in the assignment and has failed to meet a preponderance of the criteria of the general writing or presentation assessment, as appropriate.

Pass or Satisfactory. Pass means the work is satisfactory. In other words, the student has demonstrated a basic understanding of the tenets and concepts involved in the assignment and has met a preponderance of the criteria of the general writing or presentation assessment, as appropriate

are part of the graduation requirements. Each student will be given a list of required evaluations at the beginning of each class as part of the General Evaluation Plan. AMSC publishes no order of merit lists.

At the beginning of each class, SBLM Program seminar faculty will discuss the required evaluations and provide deadlines. Deadlines for required evaluations will also be published in the weekly schedule. We require students to meet these deadlines. Any issues around deadlines should be surfaced immediately.

Faculty can place students on Academic Probation. Academic Probation is described in more detail later in this Guide. Students generally are accorded one opportunity to redo a failed, required evaluation—these are limited. Additional or repeated failures and/or "redo's" may result in an Academic Board.

Military students must meet the Army Weight/Height standards in accordance with (IAW) Army Regulations, AR 600-9, and must pass the Army Physical Fitness Test (APFT) IAW TRADOC Regulation 350-6.

Military students—you must provide a copy of your APFT Scorecard (DA Form 705) to your faculty advisor prior to graduation. If your current height and weight are not in accordance with the standards of AR 600-9 and a Body Fat Content Worksheet (DA Forms 5500-R and 5501-R) was prepared and determined you to be in compliance, you must also provide a copy of that worksheet to your advisor.

Students are required to be resident while attending the SBLM resident Program. Students not in residence, without express written permission from AMSC's Dean of Academics, will be considered as failing to complete graduation requirements and can be disenrolled from the program.

Student Attrition

1. Types of Attrition

There are two types of attrition: 1) academic and 2) administrative. As a general rule, disposition of academic failure will be referred by the Faculty Seminar Leader through the respective Department Chair to the Dean of Academics. An Academic Review Board will convene when the student faces the possibility of expulsion. Determination as to administrative attrition, which includes but is not limited to, acts of misconduct, unsuitability, compassion, attitude, honor violation (to include plagiarism) and voluntary withdrawal for the good of the service, will be referred to the Dean of Academics with recommendations for disposition.

Dismissal of students from the SBLM Program can be considered 1) an unqualified release or 2) an elimination action (involuntary attrition or disenrollment). Unqualified release refers to a dismissal on the basis of compassionate or emergency situations. In these instances, the appropriate Department Chair will verify the circumstances. Elimination refers to a dismissal for cause. There are numerous reasons that may underlie dismissal for cause. The right of the individual to due process, sufficient to protect his/her interests, will be provided in all cases with full access to legal counsel.

The Commandant is the final approving authority for disciplinary action contemplated against students. The Dean of Academics is the authorized signature authority for dismissal actions. Paragraph 1-10 of AR 351-1 tasks the Commandant to establish precise procedures to determine whether students in the following categories should be disciplined (and the level of discipline) or dismissed.

2. Regulatory Information

Military students may be dismissed from the SBLM Program and designated non-graduates for failure to meet regulatory physical fitness and weight standards. Determination of failure to meet these standards will be made by the applicable Department Chair in accordance with AR 351-1, AR 350-15, AR 600-9, and local implementation policy. Students will be apprised of these requirements during registration procedures.

After a military student has failed all available opportunities to meet the standards, the applicable Faculty Advisor and Department Chair will prepare a letter of notification for the Dean's signature, FOR THE COMMANDANT, notifying the individual of dismissal and designation as a non-graduate for failure to meet established physical fitness and/or weight standards. The student will be provided the right to rebut the action per provisions of paragraph 2-6, AR 600-37, prior to departing. The military student will acknowledge receipt by signing and dating a copy of the notification letter. The completed action with rebuttal and consideration will be forwarded to the Registrar for filing and disposition to the individual's unit and records maintenance facility.

Civilian students must meet the standards of conduct described in DOD 5500.7-R. Joint Ethics Regulation.

Students may be dismissed and designated non-graduates for failure to meet regulatory requirements.

3. Special Situations

There are numerous special situations that can lead to dismissal of a student. These cases may occur as a result of actions while a student is at AMSC or as a result of actions prior to arrival. In all these special situations, the appropriate Faculty Advisor and Department Chair will document all the facts in the matter and present them in writing after appropriate Staff Judge Advocate (SJA) review—with a recommendation for disposition. The recommendation will be routed to the Dean. An enclosure to this recommendation will be a letter of notification to the student. This letter will inform the student of the action being taken and any options with regard to program completion. If the action is adverse in nature and is going to the individual's permanent record, the individual must be given the opportunity IAW Chapter 7 of AR 600-37 to rebut the action. The student will acknowledge receipt by signing and dating a copy of the letter of notification. A copy of the completed action will be provided to the Registrar for filing and distribution of documents to the individual's unit and record maintenance facility as applicable. These special situations normally fall under the following categories and do not require an Academic Board: court martial; serious civil convictions; AR 15-6 investigations; medical; request of parent command; and voluntary withdrawal for cause (conduct or academic).

Administrative Attrition

Administrative attrition includes the dismissal of students from the AMSC as a result of administrative action and for reasons independent of the student's ability to achieve program objectives. The following reasons are recognized as types of administrative attrition. A student initiated request for disenrollment from the SBLM Program does not require an Academic Board.

Medical. Student withdrawal from the program because of medical reasons which prevent completion of the program. The condition may affect the student or a member of the student's family.

Misconduct and Disciplinary Actions. Student release because of factors involving personal conduct of a nature warranting termination from the program. Includes but is not limited to:

- Absence Without Leave (AWOL).

- Refusal to attend class, remain in residence, or otherwise follow faculty or appropriate staff guidance.

- Illegal use (abuse) of alcohol and controlled substances (drugs).

- Commission of a felony.

- Failure to follow policy or procedures.

- Disruption of the normal academic environment of others (e.g. harassment), or any related incidents.

- Misuse of Government resources, or abusive behavior toward other students, staff, faculty, or others associated with AMSC—regardless of the location in which the behavior occurs.

Honor Violations. The Honor Code is of paramount importance to the Army Management Staff College. **The essence of the Code is that a student's word is accepted without question because students do not lie, cheat, steal, or tolerate anyone who does**. A dishonest act is an offense against the entire student body. The Commandant expects each student and each member of the AMSC staff and faculty to enforce the Honor Code and practice academic ethics. **Work that is presented by students, staff, and faculty as their own will be considered their own**. Honor violations and the breach of professional ethics and integrity will not be tolerated.

Plagiarism. Plagiarism is the presentation of another's writing or another's ideas as one's own, without appropriate citation of credit. Legally, socially, and academically, it is considered a form of theft. Plagiarism will not be tolerated at AMSC. Material extracted from the Internet or other electronic source without appropriate citation of credit is included under plagiarism. All work presented is considered by AMSC to be the student's own.

Cheating. Students will not possess or continue to possess or use copies of papers, examinations, examination solutions, problem solutions, or any other controlled issue materials that are issued only for the purpose of administrating a required evaluation and then collected. Use of a graduate's work or another student's work, even with his or her knowledge, and without appropriate citation, is considered by AMSC to be cheating.

Violation of Copyright. Copyright laws are specific and demanding. All students and AMSC personnel must honor them and not become complacent with photocopying, tape duplication, software duplication, or use of materials gathered through **electronic databases, libraries, or the Internet** and its various providers.

Violation of the Nonattribution Policy. Violation of the AMSC nonattribution policy regarding guest speakers is a serious matter. It not only threatens academic freedom at AMSC, but also brings into question the ethics of the individual who has agreed to abide by the policy. All students must sign a nonattribution policy form. Refer to the earlier section entitled, Educational Approach and Philosophy, Nonattribution Policy, for the precise language of the

policy. Violation of the nonattribution policy is grounds for disenrollment from AMSC.

Compassion. Termination for compassionate reasons usually occurs in situations involving the health, welfare, and security of an individual or family which are so compelling that the best interest of the individual requires termination of student status.

Resignation. The resignation of any student involves a voluntary request for release from the program prior to completion. For military students, AMSC staff will contact the appropriate assignment branch office at HQ PERSCOM and the officer's parent unit for disposition instructions. For civilian students, the staff will contact the appropriate Civilian Personnel Office (CPO) and parent unit for disposition. Resignations do not require Academic Boards.

Attrition For Academic Reasons (Academic & General Probation)

Before proceedings are begun to remove (or disenroll) a student for academic reasons (academic attrition), that student will have been placed on academic probation. Academic attrition includes the loss of students from the SBLM Program due to failure to achieve minimum program objectives and standards.

Academic Probation

Students must achieve a **SATISFACTORY** grade on all required evaluations to graduate. A list of required evaluations is available for each student to review at the beginning of class in the Learning Matrix and the General Evaluation Plan. Academic Probation is mandatory anytime a student **fails a second graded evaluation**.

Faculty Seminar Leaders will notify their respective Department Chair of any student receiving an unsatisfactory on a graded evaluation. Within limits, students will have one opportunity to redo an unsatisfactory evaluation and achieve a SATISFACTORY. **The redo will be sufficiently different from the original evaluation to measure real learning**. If the student fails the redo of the evaluation, the responsible Department Chair will issue a **probation letter** to the student. The responsible Department Chair has two choices. The Department Chair **may** offer the student one final opportunity to pass the required evaluation. A special panel will review the submission of the second redo. This panel will consist of the two Department Chairs. A senior faculty may represent one of the Department Chairs. Senior faculty members are faculty that delivered the resident curriculum three times consecutively. Or, the Department Chair **may** recommend to the Dean of Academics to convene an Academic Review Board. The student receives either recommendation in writing. Failure to pass the second redo will generally result in an Academic Review Board, which may result in removal from the resident program.

Continuing Academic Probation

A student who fails any two separate evaluations during the course of the SBLM resident program will remain on probation during the remainder of the resident program. The appropriate Department chair will **notify the student in writing** that the student is on continuing academic probation. **A student on continuing academic probation must pass all subsequent evaluations on the first attempt.** Failure to pass any subsequent evaluation on the first attempt will generally result in an Academic Review Board and possible removal from the SBLM resident program.

In Summary—How to get on probation...

- First examination failure results in a retake of the examination.

- Second examination failure or failure of the first retake results in Continuing Academic Probation.

- Third failure results in an Academic Review Board and possible removal from the SBLM resident program.

General Probation

A more "general" form of probation may occur in instances where the student incurs other infractions which in-and-of-themselves may not merit removal or other Academic Board action but where additional or continued infractions will change that balance in favor of removal. Examples may include but are not limited to:

- Disruptively participating or failing to participate or contribute to seminar sessions, exercises, or tasks—even after counseling by seminar faculty. Participation assumes preparation for the day's material and exercises, contribution of ideas; taking of active roles within practical exercises, for example.

- Behaviors that are extreme and have negative impact on AMSC or its affiliated organizations, including Knadle Hall, the post library, or other Fort Belvoir community activities. Behaviors while at AMSC which generally leave the public with a poor perception of the AMSC and/or its students.

- Failing to be resident at AMSC without the required permission.

- Failing to attend scheduled program events without prior approval or proper notification to seminar faculty or other appropriate official.

- Failure, after warning, to observe published rules such as non-smoking outside of designated smoking areas; tardiness to scheduled class activities; or alcohol consumption policies.

Students will be informed in writing if they are placed on "general" probation. A Department Chair will generally issue this type of probationary letter. Students will be given the opportunity to respond to the probation in writing. Appeals may be made to the Dean of Academics. The Commandant is the final authority on all such probations.

For General Information

Except where otherwise indicated in this Guide, students being considered for removal from AMSC, whether caused by academic, or general probation, or other cause, will have the opportunity to present their cases to an Academic Review Board.

Academic Review Boards

An Academic Review Board is an advisory board for the Commandant pursuant to paragraph 1-10, AR 351-1, Individual Military Education and Training. Although any of the matters covered may be referred to a Board, the following situations are those more commonly considered by a Board which determines the facts and makes recommendations for disposition:

- Students whose personal conduct is such that their continuation in the program is prejudicial to the interests of other students—such as disciplinary infractions or academic ethics violations as defined under Administrative Attrition.

- Students whose academic progress, demonstrated motivation, attitude or conduct, although not requiring formal disciplinary action, are prejudicial to the interests of other students, or where it is unlikely that the student can meet the standards established for graduation—either Academic, Academic Continuing or General Probation qualify.

- Academic Review Boards also consider appeals and requests from previous students regarding academic and enrollment matters; confirm students as graduates; confirm students as recipients of the AUSA or AMSC outstanding student award when legitimate challenges are made; assist in the selection of students for honors and awards as appropriate and review other student academic issues as directed by the Dean of Academics.

The AMSC Academic Review Board is normally composed of the following:

- President, Senior Academic Official.

- Additional Senior Academic Officials or Faculty.

- At Least 2 Other Disinterested Faculty or Staff.

- Non-Voting Recorder.

- Non-Voting Assistant Recorder.

Additional assignments to Boards may be made for training purposes. Trainees will not vote, and their work is subject to review by voting Board members.

The Dean of Academics has been appointed by the Commandant to serve as President of Academic Boards and will appoint other Board members in writing. If the Dean of Academics is not available and there is a requirement for a Board to meet, the Dean will identify a senior academic official as a replacement. The Dean of Academics may appoint additional members or excuse members as circumstances may direct. Any member so excused shall not be counted in determining the existence of a quorum. The absence of any of the designated positions from a Board will not render the Board improperly constituted. The Dean of Academics has signature authority, FOR THE COMMANDANT, on Board recommendations. The Commandant has final decision authority on Board recommendations.

The Recorder will serve as an assistant to the Board President for the organization, operation, and management of Academic Boards. The Recorder will:

- prepare Letters of Appointment for the Dean's signature;

- prepare and distribute notification to Board members of pending Board meetings; and

- prepare letters of notification for the Board President's signature to the student(s).

The Recorder will provide a copy of the signed Letter of Notification with enclosures consisting of all documentary evidence to be considered by the Board to the student(s); brief the student(s) on the content; and have the student(s) acknowledge receipt by signing and dating the original copy. The Recorder also:

- Prepares a Letter of Instruction (LOI) for signature of the Dean of Academics, FOR THE BOARD MEMBERS. In advance of the Board meeting, the recorder will provide a packet to each member of the Board consisting of

the Letter of Instructions with the signed Letter of Notification to the student and all documentary evidence as enclosures to be considered by the Board.

- Coordinates for a room to hold the Board meeting and if necessary, the use of required equipment to record the Board proceedings. The Board President determines the need for and use of electronic recording devices.

- Coordinates the appearance of all witnesses.

- Completes an administrative checklist and a Board procedural guide. Using these and the evidence packet coordinates with the Board President on all administrative aspects and general procedures for the Board meeting.

- Prepares minutes and supporting data for approval through the Board President, to the Commandant. These will be marked, "FOR OFFICIAL USE ONLY," and contain all supporting and implementing materials. The minutes will consist of a summary record of the Board meeting. Most Board meetings will not use electronic recording equipment. Even if the meeting may have been recorded, a verbatim transcript will be made only when directed by the Commandant or higher authority. Upon FINAL DISPOSITION/ACTION in the case, all tapes will be erased.

- Prepares a Letter of Notification of the Board's findings and recommendations for the Dean's signature, FOR THE COMMANDANT, to the student. If the action is adverse in nature the right to rebuttal per paragraph 2-6, AR 600-37 will be provided. The student will acknowledge receipt by signing and dating a copy of the notification letter.[9]

- Prepares a Letter of Notification of the Board's Recommendation for the Commandant. Prepares a Board Information Book for the Commandant's review.

- Files the completed action with all documentation with the Office of the Registrar for the purpose of maintaining historical records of minutes, action taken, and approval documentation.

- Serves as the primary point of contact in assisting Board and faculty members with all Board associated actions.

- Prepares a letter of notification with the Commandant's decision [for the

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[9] Appeals may be made to: COMMANDANT, ARMY MANAGEMENT STAFF COLLEGE, SFCP-CPC-ZA, 5500 21ST STREET STE 1206, FORT BELVOIR VA 22060-5893.

Commandant's signature] to notify all involved AMSC staff, faculty, and students of actions taken.

With recommendations from the respective Department Chairs, all Academic Boards will meet by direction of the Dean of Academics. A quorum consists of a majority of the voting members appointed to serve on the Board and not excused prior to convening the meeting. The student will normally be given a minimum of 3 working days notice prior to the convening of a Board. However, individual situations may dictate that the normal notice period would be counterproductive or inappropriate. Accordingly, under special circumstances, the notice period may be reduced or expanded for good cause. The notice to the student will include the following:

- Notice that a Board is to be convened and he (she) will be afforded an opportunity to appear before it.

- Time, date, and place of Board proceeding.

- Specific statement of reasons for the Board and all allegations against the student.

- Copies of or access to all known documentary evidence which will be provided to the Board.

- Names of all known witnesses the Board intends to call. The student will be given the opportunity to interview all witnesses before the Board, if he/she desires.

- Statement of the student's right to consult with legal counsel.

- Right of the student to be present during the appearance of all witnesses relevant to allegations against him/her and the opportunity to question those witnesses. These questions may stimulate other questions from Board members.

- Further questioning may be pursued by Board members based on these questions.

- Notice of right to have a representative accompany the student to this session. The representative may speak for the student. This representative may but need not be a legally qualified counsel. The Board may not deny the student legally qualified counsel if the student elects to have such counsel and counsel is available.

- Right of the student to present matters in writing, in person, or both. The student may call witnesses in his/her behalf. If witnesses are not

reasonably available as determined by the Board, their written statements may be submitted directly to the Board President.

Deliberations of the Academic Board are privileged information and minutes of meetings are marked "FOR OFFICIAL USE ONLY." Recommendations of the Board are privileged until released by the Dean or higher authority. Each voting member in attendance has one vote. The recommendation of the Board will be determined by a majority vote. Minority opinions may be submitted when deemed appropriate by any Board member. In those instances where a Board member has been known to have significant and damaging information about the student outside the student's AMSC tenure, that member will be excused from the Board. Board members must be impartial toward the student.

Proceedings of the Academic Board as a general rule shall be closed proceedings but may be declared open by the President of the Board or higher authority. If witnesses are to appear, they usually will be notified at least 24 hours in advance. They will report to the President of the Board when called. The recorder will swear in all witnesses. After being seated they may present statements orally or in writing. They are required to answer questions from the student, his/her representative, and the Board members. Witnesses will not be allowed to make "off the record" remarks.

Standards of Proof, Voting, and Options Regarding Recommendations:

- The standard of proof to justify an adverse recommendation by the Board is "preponderant evidence." This is evidence that a reasonable person would be willing to accept as sufficient to support the conclusion and a greater weight of evidence than supports any different conclusion.

- After evaluating all the evidence, the Board will deliberate and vote on findings and recommendations. A majority must vote in favor of adopting a recommendation before that recommendation may be forwarded to the Commandant. Dissenting views will be included. Recommendations for serious offenses, to include violations of academic ethics, will normally include, BUT NOT BE LIMITED TO, one of the following:

  - Dismissal as a student from AMSC with no opportunity to complete the program by any means in the future.

  - Dismissal as a student with the opportunity for enrollment in a future class or alternative delivery mode, such as the Nonresident Program.

  - Letter of counseling from the Commandant or Dean of Academics specifying the adverse nature of the incident and repercussions of continued behavior/action of this type. The letter may be forwarded

through the supervisor of record and filed in the individual's permanent file or local file.

Recommendations for academic difficulties include, but are not limited to:

- Dismissal as a student from AMSC with no opportunity to complete the program by any means in the future.

- Dismissal as a student with the opportunity for enrollment in a future class or alternative delivery mode, such as the Nonresident Program.

- Placement of the student on academic probation and advice in writing by the Dean of specific requirements he/she must complete in order to graduate.

- Formal letter of counseling signed by the Commandant. Note that formal letters of counseling to be included in an Official Personnel Folder will be coordinated with the student's respective supervisor or supervising authority.

- Formal letter of counseling signed by the Dean or Department Chairman as appropriate.

- Formal letter of counseling signed by the Seminar Leader or Faculty Advisor as appropriate.

- Any action less severe than the above.

The Commandant will notify the student in writing of his/her decision concerning approval of the Boards findings and recommendations. The Registrar is responsible for completing all paperwork on the Board; the appropriate distribution of materials; and maintenance of the historical records of Board actions. The following documents should be available through the Recorder for reference by any persons associated with a Board action. The Recorder will ensure these applicable documents are available during the actual conduct of a Board.

- AR 15-06, Procedures for Investigating Officers and Boards of Officers.

- AR 340-17, Release of Information and Records from Army Files.

- AR 350-15, Army Physical Fitness Program.

- AR 600-09, The Army Weight Control Program.

- DOD 5500.7-R. Joint Ethics Regulation.

- <u>Academic Guide</u>, The Army Management Staff College, for current class.

    Dismissal of Reserve Component personnel will be coordinated with National Guard Bureau (NGB) or Office of the Chief, Army Reserve (OCAR) as appropriate. Dismissal of active military students will be coordinated with HQ PERSCOM (civilians with the respective personnel office).

AMSC STUDENT AWARDS
AND RECOGNITION PROGRAM

A MESSAGE TO ALL STUDENTS—

Recognizing excellence within your organization is an important part of organizational life. While you are here, you are a part of the AMSC organization. Take the opportunity to recognize excellence among your classmates.

Opportunity To Recognize Student Excellence

The Student Awards and Recognition Program affords faculty and students the opportunity to recognize excellence among the current class—using AMSC's educational goals as part of the criteria.

Educational Goals Underlie Award Criteria

The educational goals underlying the award criteria are:

1. *Demonstrated leadership*

   a. Understanding how Army elements link together to accomplish mission for national goals. Behavior that demonstrates increased ability to perform leadership competencies, expanded vision and perspective, and enhanced abilities to communicate orally and in writing.

   b. Commitment to selflessness and service.

   c. Abilities to think creatively, critically, and consequentially.

   d. Decision making under risk conditions.

   e. "Can-do" attitude and approach.

2. *Demonstrated academic achievement.*

3. *Demonstrated exercise of a total team orientation.*

4. *Demonstrated effectiveness as a role model.*

It <u>is</u> AMSC policy to recognize truly **exceptional** performance, achievement, and contribution to class and class learning. Every student is eligible and encouraged to compete for the established awards. Further, every student is urged to nominate fellow students for demonstrated excellence using both AMSC awards and, where appropriate, recognized Army awards (AR 672-20, Civilian Awards, and AR 672-5-1, Military Awards).

It is <u>not</u> AMSC policy to present awards that recognize completion of standard requirements (e.g., lecture attendance or completion of required readings and outside study assignments, or the personal niceties of loaning property or information to benefit another). These types of activities are required of all students by virtue of the program and in no way distinguish a student as exceptional.

Faculty And Students Review And Nominate For Awards

Two committees will be established each class to review and endorse award nominations to the approving authority. The composition and responsibilities of each committee are as follows:

Student Awards Review Committee:

The Student Awards Review Committee (SARC) will consist of one student representative per seminar and one Faculty Advisor. Student representatives will be elected by their respective seminars not later than the beginning of the second week of the program. The chairperson of the Faculty Awards Review Committee (FARC) will serve as the Faculty Advisor. The Faculty Advisor is a non-voting member of the committee. The Student committee will select one of its members as chairperson during its first meeting. The chairperson of the SARC will serve as the liaison member to the FARC. SARC Chair will provide the Dean of Academics and the Faculty Advisor a list of committee members by seminar no later than the end of Week 2 of the resident program.

The purpose of the SARC is to collect, review, forward, and recommend disposition of nominations for the **AMSC Alumni Association Leadership Awards** and **Certificates of Appreciation.** Further, the Student Awards Review Committee provides student leaders and representatives an opportunity to exercise leadership using awards as the vehicle.

All nominations for **Certificates of Appreciation**, whether from faculty or other students, will be submitted to and processed by this committee. AMSC Certificates of Appreciation remain official AMSC documents and are signed by the Commandant. The SARC is charged with responsibility for ensuring that

Certificates of Appreciation are approved only when absolutely warranted—as a guideline, such official certificates signed by the Commandant should not exceed approximately 5% of the student body count. Routine performance, occasional glimpses of brilliance, and being a "really nice person" or "loaning your car" are not considered appropriate criteria for award of an official AMSC Certificate of Appreciation. Nominations that are not approved will be returned to the submitting individual. All recommendations for approval/disapproval made by this committee are final.

Student Awards Review Committee representatives will present approved AMSC Certificates of Appreciation, signed by the Commandant, in the awardee's seminar. This responsibility includes coordinating/scheduling presentation times with Faculty Seminar Leaders *and any other desired guests or presenters.*

The Student Awards Review Committee may issue its own form of certificates of appreciation. Designated student leaders on behalf of the class membership will sign these certificates. Coordination for presentation remains the responsibility of the Student Awards Review Committee representatives.

Generally, 95% of all Certificates of Appreciation are student nominated, recommended, approved, produced, and presented. Selected Certificates of Appreciation may be forwarded through the Dean of Academics to the Commandant for signature. These should represent the highest level of student effort suitable for a Certificate of Appreciation. The Office of the Dean of Academics will produce certificates to be signed by the Commandant and return these signed to the SARC chairperson.

The Student Awards Review Committee will collect and process nominations for the **AMSC Alumni Association Leadership Award.** It will establish guidelines for its class, which exemplify the stated selection criteria. It may review the nominations in consultation with members of the AMSC Alumni Association Board of Directors or its designated representative as necessary or as requested. The Student Awards Review Committee will forward this recommendation through the Dean to the Commandant for approval.

Faculty Awards Review Committee:

The FARC will consist of seven members: five faculty members appointed by the Dean plus the Director of Administration and a non-voting SARC Chairperson. SARC Chairperson will act as the communication link between the actions of the SARC and those of the FARC. The SARC Chairperson will attend only those meetings of the FARC in which specific information is needed. Faculty members will be appointed to the committee for a period of 1 year from the date of their appointment. Appointments will be staggered so those one or two new members join the committee before each class cycle. The

Dean will identify the committee chair from among the members. The Dean will fill vacancies occurring on the committee as appropriate and necessary.

The Faculty Awards Review Committee recommends the winners of AMSC's top-level awards, including the AUSA Award and Exceptional Achievement Certificates. It also processes nominations for Best Student in Seminar and such other top-level awards as fall into the special or distinguished act category. Nominations disapproved by this committee will be returned to the submitting individual(s).

The Faculty Awards Review Committee Chair has the latitude to call for advocacy interviews when the provided information appears insufficient but the nomination otherwise appears to have merit, or when the nominations are exceptionally close and cannot be resolved without further input.

Committee members should excuse themselves from voting, or any other activity of consequence to a final decision, when their personal involvement or closeness to the student warrants it.

Student and Faculty Awards Review Committees have some things in common:

- Both committees will solicit input for awards and rigorously review all award nominations received.

- Both committees will ensure consistency and fairness of consideration among seminars and individuals while complying with the philosophy and policy guidance of this memorandum. Issues of equity apply, and both committees will ensure equity.

- Both committees will calibrate the standards by which selection will occur.

- The committees are the only bodies authorized to make final award recommendations. Names of all final award nominees are submitted to the Dean of Academics for review and forwarding to the Commandant for approval.

- For the AUSA, Alumni Association Leadership, and Best (Student) in Seminar Award winners, a member of the **recommending committee** will provide a **written justification** to accompany the DA Form 1256, Incentive Award Nomination and Approval.

AMSC has three basic categories of student awards. Briefly, these *are Academic Excellence and Leadership Impacting Class Wide, Exceptional Achievement, and Special or Distinguished Acts,* including Certificates of Appreciation.

Category 1. Academic Excellence and Leadership Impacting Class Wide

Three awards represent academic excellence and leadership impacting class wide or across the class. One award of each type may be given per class. Students winning multiple awards with medals will only receive the highest medal. These awards are:

(1) The Association of the United States Army Award, which serves as AMSC's top award.

(2) The AMSC Alumni Association Leadership Award.

(3) The Federal Managers Association Writing Contest Award.

The Association of the United States Army (AUSA) Award

The AUSA Award is the top overall performance award recognizing academic excellence and leadership. One student per class may earn this award. The AUSA Award winner is the student who <u>best</u> demonstrates:

a. A *balanced combination of academic excellence and leadership.*

b. *Leadership of an activity that involves a significant portion of the class or even extends into a larger community.*

c. *Overall excellent performance in the majority of activities joined.*

d. *Ideally, the nominee has participated in the FMA Writing Contest.*

The winning student best meets the challenges presented under the Awards Philosophy header, demonstrated leadership, demonstrated academic achievement, demonstrated exercise of a total team orientation, and demonstrated effectiveness as a role model across the class. Award nominations come from the faculty and are processed through the Faculty Awards Review Committee. The Faculty Awards Review Committee determines the process specifics for each class. See TAB A for current general guidance covering citation, presentation, and the required nomination format for AUSA.

The AMSC Alumni Association Leadership Award

The Alumni Association may give this award to the one student who exemplifies those qualities expected of the Army's very best leaders—to include selfless service, high moral and ethical standards, voluntary acceptance of leadership responsibilities, demonstrated primary concern for students, initiative, team orientation, and class-wide impact of actions. Award nominations come from students and are processed by the Student Awards Review Committee. See TAB A for current general guidance covering citation, presentation, and the nomination format for this award.

Federal Managers Association Writing Contest

Students winning the Federal Managers Association (FMA) Writing Contest provide insight to a sustaining base issue and write exceptionally well. The issue and the writing skill are reviewed by an editorial panel on behalf of the FMA. One student per class may be selected. Of the three resident student and one nonresident student papers winning over the course of a year, one is selected for publication in the *Federal Managers Quarterly*

Category 2. Exceptional Achievement Awards

The Exceptional Achievement category includes the Best in Seminar Award as well as Certificates of Achievement for truly exceptional performance. The Faculty Awards Review Committee processes this category of awards.

The Best in Seminar

This award may be presented to one student in each seminar as determined by the respective seminar faculty team. The winning student best exemplifies successful completion of the SBLM Program and seminar leadership. Extraordinary accomplishments such as, but not limited to, exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminar or class are appropriate criteria for selecting this individual.

Exceptional Achievements

Exceptional achievements not falling in another category above may be recognized by an achievement award. Such achievements may include, but are not limited to, exceptional demonstrations of student leadership coupled with academic achievement and focused within seminar, or one-time acts of exceptional leadership. Numbers of Certificates of Achievement will normally not exceed 5% of class size.

Category 3. Special or Distinguished Acts

This category includes the Health and Fitness related awards and Certificates of Appreciation.

Health and Fitness Awards

Students earn these awards based on points accumulated during their AMSC attendance. Faculty present the certificates at the end of the Program—students may win a gold certificate for 800 or more points, a silver for 600-799 points, and a bronze for 400-599 points.

Certificates of Appreciation

Certificates are awarded for extraordinary contributions such as, but not limited to, lending <u>significant</u> assistance to one's classmates in an academic area of personal expertise, exceptional performance in seminar or class duties (e.g., Environmental Coordinator), or devoting truly <u>significant</u> effort toward a seminar or group project. The Student Awards Review Committee processes all **Certificates of Appreciation**, establishing both criteria and process.

Award Nomination Process

Nominations

Award nominations may be made by students and/or faculty depending upon the type of award involved. Note that <u>only faculty members</u> may nominate students for the AUSA award and Best Student in Seminar. Only students will nominate for the AMSC Alumni Association Leadership Award. Both faculty and students may nominate for **certificates of appreciation, but faculty should note that such nominations will be processed through the Student Awards Review Committee.** Nominations for all awards will be submitted to the appropriate Awards Review Committee based on deadlines established by the respective committee chair and announced through the appropriate chains of command. The Commandant is the final AMSC approving authority for all awards.

Required formats for the various categories of award nominations, presentation information, and sample award citations provided under **TAB A. TAB B** shows milestones for the awards process.

Presentation of Awards and Related Ceremonies

Certain awards are presented at the Graduation Rehearsal Awards Ceremony and some at the Graduation Ceremony, while others are presented in seminar. The summary of administrative information provided in **TAB C** summarizes criteria, nomination, and presentation procedures for each type of award.

Citation
Presentation Information
Required Nomination Format

This citation will be used for the award winner.

FOR EXEMPLARY ACADEMIC ACHIEVEMENT, INITIATIVE, AND LEADERSHIP. DISTINGUISHED BY HIS/HER CHARACTER, STANDARDS, AND ACCOMPLISHMENTS, MR./MS. MERITS RECOGNITION AS A MOST OUTSTANDING GRADUATE OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM CLASS 0X-X. HIS/HER CONTRIBUTIONS TO THE ARMY UPHOLD THE HIGHEST TRADITIONS OF THE ARMY MANAGEMENT STAFF COLLEGE AND THE UNITED STATES ARMY.

_____ DATE

DOUGLAS M. HARRIS
COLONEL, U.S. ARMY
COMMANDANT

Presentation Information: Commander's Award for Civilian Service or appropriate military equivalent; AUSA Plaque and Army Medal presented at Graduation Ceremony.

Nomination Format

TO: AMSC FACULTY AWARDS REVIEW COMMITTEE   DATE:_____

Nominations that do not comply with this format will be returned to the submitting individual(s).

NOMINEE'S NAME:_____   SEMINAR:_____

NOMINATING FACULTY NAME:_____   SEMINAR:_____

ENDORSING FACULTY NAME:_____   SEMINAR:_____

Each faculty member may nominate one student for the AUSA award. Nomination must be endorsed by a faculty member from another seminar. Nominations need not come from the student's seminar.

Please provide a rationale statement in bullet format (second level bullets may be used to provide specific examples of how the student meets the criteria). It may not exceed two pages in length and should address the student's demonstrated performance, such as

- how the student demonstrates exemplary academic and scholarly achievement (samples of evaluated requirements may be attached);
- what specific initiative the student has taken to lead under what specific extraordinary circumstances;
- how the student's actions personify the total team concept;
- how the student's contributions benefited students across the class, or students across the class and a larger community;
- what risk-taking and self-improvement was involved; and
- your reasons and evidence why this student should be considered the best in the class.

Citation
Presentation Information
General Recommended Nomination Format

AMSC Alumni Association Leadership Award

This citation will be used.

FOR OUTSTANDING CONTRIBUTION THROUGH EFFECTIVE LEADERSHIP WHILE A STUDENT IN THE SUSTAINING BASE LEADERSHIP AND MANAGEMETN PROGRAM CLASS 0X-X. MR./MS. LED [FILL IN ACTION]. HIS/HER PERFORMANCE REFLECTS GREAT CREDIT ON HIM/HER, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE UNITED STATES ARMY.

_____DATE

DOUGLAS M. HARRIS
COLONEL, U.S. ARMY
COMMANDANT

Presentation Information: Civilian Achievement Medal or military equivalent and plaque presented at Graduation.

The AMSC Alumni Association Leadership Award. Given by the Alumni Association, this award is given to the one student who exemplifies those qualities expected of the Army's very best leaders—to include selfless service, high moral and ethical standards, voluntary acceptance of leadership responsibilities, demonstrated primary concern for students, initiative, team orientation, and class-wide impact of actions. Criteria for selection must be demonstrated and are

- high moral and ethical standards;
- voluntary acceptance of leadership responsibilities;
- fundamental concern for helping fellow students;
- takes the initiative;
- recognized widely by class members as a team player; and
- actions have a class-wide impact.

The AMSC student body will nominate their peers for the AMSC Alumni Association Leadership Award in accordance with the guidelines established by the Student Awards Review Committee. The awards committee will review the nominations in consultation with a member of the AMSC Alumni Association Board of Directors or its designated representative. The committee will forward its recommendation through the Dean to the Commandant for approval.

Citation
Presentation Information
Required Nomination Format

Federal Managers Association (FMA) Writing Contest

Citation and justification provided by the AMSC POC to the FMA. Runners-up and Honorable Mentions Certificates provided by the AMSC Graphics Department.

Presentation Information: Civilian Achievement Medal or military equivalent, plaque, and certificate presented at Graduation ceremony to the winner. Runners Up and Honorable Mentions' certificates presented at Graduation Rehearsal Awards Ceremony.

Professional Article: All students complete a Professional Article during the class. This is a research paper on a topic of their choice and should be suitable for publication. Students have the option of submitting their Professional Article as an entry in the FMA Writing Contest. Participation is voluntary but highly encouraged, especially for nominees of the SBLM Program's top awards.

Citation
Presentation Information
Required Nomination Format

Best (Student) In Seminar

This citation will be used.

FOR ACADEMIC EXCELLENCE, FOSTERING LEADERSHIP AND TEAMWORK IN OTHERS, AND COMMITMENT TO PROFESSIONALISM, MR./MS. XXXXX LED BY PERSONAL EXAMPLE, DEMONSTRATING THE VALUES AND STANDARDS OF THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT PROGRAM AND THE ARMY. HIS/HER ACTIONS REFLECT GREAT CREDIT ON HIM/HER, THE ARMY MANAGEMENT STAFF COLLEGE, AND THE UNITED STATES ARMY.

_____DATE

      DOUGLAS M. HARRIS
      COLONEL, U.S. ARMY
      COMMANDANT

Presentation Information: Department of the Army Certificate of Achievement is presented at the Graduation Rehearsal Awards Ceremony to one student from each seminar.

Nomination Format

TO: AMSC FACULTY AWARDS REVIEW COMMITTEE   DATE: _____

NOMINEE'S NAME:_____   SEMINAR:_____

NOMINATING FACULTY NAME:_____   SEMINAR:_____

Concurring Faculty in Seminar (Nominations unanimous by Seminar Faculty):

_____

_____

_____

The Best (Student) in Seminar Award **may** be presented to one student in each seminar as determined by the respective seminar faculty teams. The winning student **best exemplifies successful completion of the SBLM Program and leadership within that particular seminar.** Extraordinary accomplishments such as, but not limited to, exceptional academic achievement **and** overcoming significant personal obstacles or hardships, or excellent leadership within the seminar or class are appropriate criteria for selecting this individual.

Seminar faculty may nominate one student per seminar. The nomination should have been discussed and agreed to among all seminar faculty before being forwarded. The nomination is typically made by the respective Faculty Seminar Leader. Please provide a rationale statement in bullet format. The statement may not exceed two pages in length and should address the student's demonstrated performance. Faculty should consider academic, leadership, and team work abilities and potential. The citation used for this award will be the same for all winners. Nominating faculty will provide a brief justification to accompany the DA Form 1256.

- How the student exemplifies successful completion of the SBLM Program curriculum within your seminar.

- What specific initiative the student has taken to lead within the seminar.

- How the student's contributions benefited the seminar.

- What self-improvement was involved.

- Your reasons and evidence why this student is the best in the seminar.

Citation
Presentation Information
Required Nomination Format

Exceptional Achievement Certificate

Nominators provide the citation. The citation must be short and clearly state the effect of the exceptional achievement as well as the achievement.

_____DATE

       DOUGLAS M. HARRIS
       COLONEL, U.S. ARMY
       COMMANDANT

Presentation Information: AMSC Certificate of Achievement presented at the Graduation Rehearsal Awards Ceremony to approved students.

Nomination Format

TO: AMSC FACULTY AWARDS REVIEW COMMITTEE   DATE: _____

NOMINEE'S NAME: _____   SEMINAR: _____

NOMINATING FACULTY NAME: _____   SEMINAR: _____

Concurring Faculty in Seminar (Nominations unanimous):

_____

_____

_____

Exceptional Achievements not falling in either Best in Seminar, Alumni Association Leadership, or AUSA Awards may be recognized by an AMSC Certificate of Achievement. Such achievements may include, but are not limited to, exceptional demonstrations of student leadership coupled with academic

achievement and focused within the seminar, or one-time acts of exceptional leadership. Numbers of Certificates of Achievement will normally not exceed 5% of the class size. Submission should articulate the following:

- Specify the achievement.

- What was the impact of the achievement:

- What evidence can you provide for its impact?

  - - Provide bullets:

AMSC Health Fitness Certificate

No citation required.

Presentation Information: Certificate presented in seminar by seminar Health/Fitness Coordinator.

Award is earned individually based on points accumulated during AMSC attendance. Bronze Certificate equals 400-599 points; silver 600-799 points, and gold 800 points or more.

Citation
Presentation Information
Required Nomination Format

AMSC Certificate Of Appreciation

Nominators provide the citation (sample follows).

FOR HIS/HER LEADERSHIP AND HUMANITARIAN EFFORTS WHILE A
STUDENT IN THE SUSTAINING BASE LEADERSHIP AND MANAGEMENT
PROGRAM FROM TO, 200X. MR./MS. PERFORMED HIS/HER DUTIES AS
SEMINAR MEMORABILIA COORDINATOR AND AWARDS COMMITTEE
REPRESENTATIVE IN AN EXEMPLARY MANNER. HIS/HER ENTHUSIASM
AND RESOURCEFULNESS GAINED STUDENT SUPPORT FOR CARE AND
FEEDING OF THE HOMELESS. MR./MS. 'S CONTRIBUTIONS REFLECT
GREAT CREDIT ON HIM/HER, HIS/HER FELLOW STUDENTS, THE ARMY
MANAGEMENT STAFF COLLEGE, AND THE DEPARTMENT OF THE ARMY.

_____DATE

       DOUGLAS M. HARRIS
       COLONEL, U.S. ARMY
       COMMANDANT

Presentation Information: Student certificates may be given as appropriate.
Student Awards Review Committee to coordinate the entire process.

Nomination Format

TO: AMSC STUDENT AWARDS REVIEW COMMITTEE   DATE: _____

NOMINEE'S NAME: _____   SEMINAR: _____

SUBMITTER'S NAME: _____   SEMINAR: _____

   Award nominations are collected by student seminar representatives,
nominations are made by the Student Awards Review Committee. Nominations
are forwarded through the Dean to the Commandant where an AMSC
Certificate of Appreciation is desired. Student-generated certificates may be
processed as the Student Awards Review Committee determines.

   The criteria and formats presented were developed by previous classes.
Each class may establish its own criteria and format.

Please provide a rationale statement in bullet format. The statement may not exceed two pages in length and should address the student's demonstrated performance. Justification must be based on <u>specific examples</u> of actions above and beyond what one should expect of any AMSC student, **not on** personal opinions. Below is a list of categories and criteria to better recommend nominees for this award.

Categories of Award

1. Service
     a. Mentoring
     b. Peer Development
     c. Tutoring
2. Leadership
     a. Morale
     b. Esprit de Corps
     c. Fitness
3. Other
     a. Team Building
     b. Participation on Committee Safety Awareness
     c. Presentation
     d. Community Service
     e. Special Act

Criteria

1. Sustains or enhances the stature of AMSC
2. Relevant to category selected
3. Meaningful and substantial
4. Submission Suspense
5. As achievement occurs, Certificates will be awarded upon approval

Milestones

Student Awards Program Milestones

Week 1—Seminars elect Student Award Review Committee representatives.

Week 2—Dean convenes Faculty and Student Awards Review Committees.

- Chairpersons for both committees identified.

- Faculty Advisor and Student Liaison appointed.

Week 9—Faculty nominates candidates for the AUSA award according to the standards set forth in the Academic Guide. Nominations are due Wednesday of Week 9.

- Candidates for each category are nominated <u>separately</u>.

Week 10—The Faculty Awards Review Committee will select the AUSA award winner; review and concur with the Best in Seminar nomination for each seminar; and select Certificates of Achievement award winners (not to exceed 5% of student body count) not later than Wednesday of Week 10. The Faculty Awards Review Committee will hold the nominations of Best in Seminar and Certificates of Achievement until the non-selected AUSA nominations are returned to seminar faculty. These will be returned not later than Thursday of Week 10. The faculty may reassess their submission for Best in Seminar. Revisions of submissions for Best in Seminar and Certificates of Achievement based on non-selection for AUSA must be submitted not later than 1200, Monday of Week 11.

The final Student Awards Review Committee award nominations are due to the Office of the Dean not later than 0800 on Tuesday of Week 10.

Week 11—Dean's Office notifies the Protocol Officer and Public Affairs Officer of coming selections—after approval of the Commandant.

Week 12—Distribution of awards. While certain awards are given at Graduation or at the Graduation Rehearsal Awards Ceremony, **Certificates of Appreciation may be given at any time.** Recommendations should be prepared and given to the Student Awards Review Committee Chair for committee consideration as soon as possible after the award is earned.

TAB C

Administrative Information

AMSC Student Awards And Recognition Program
Administrative Information—Consolidates Facts Previously Provided

AWARD TITLE	NOMINATION PROCEDURES	PRESENTATION INFORMATION	CRITERIA/ COMMENTS **Refer to Academic Guide Text for Details………**
ACADEMIC EXCELLENCE AND LEADERSHIP IMPACTING CLASS WIDE			
1. AUSA	Each faculty member may nominate one student from the class at large. Nominees need not come from the faculty member's seminar. Nominations must be endorsed by another faculty member from another seminar. Nominations processed by Faculty Awards Review Committee.	Commander's Award for Civilian Service or appropriate military equivalent and AUSA Plaque presented at Graduation Ceremony.	Student judged best in the class based on the combination of exemplary academic and scholarly achievement, initiative taken to lead under extraordinary circumstances, and overall excellence in exemplifying the overall total team concept. Impact of contributions must include significant portion of class. Demonstrated risk-taking and motivation for self-improvement.
2. AMSC Alumni Association Leadership Award	Nominations come from student body and are processed through Student Awards Review Committee	Civilian Achievement Medal or military equivalent and plaque presented at Graduation Ceremony.	High moral and ethical standards. Voluntary acceptance of leadership responsibilities. Primary concern for helping fellow students. Takes the initiative. Recognition as a team player. Actions have a class-wide impact.

AWARD cont.	NOMINATION PROCEDURES	PRESENTATION INFORMATION	CRITERIA/ COMMENTS **Refer to Academic Guide Text for Details………**
3. Writing Contest	Rules and judging criteria are outlined in Pre-Work material on organizing	Civilian Achievement Medal or military equivalent; and FMA plaque presented at Graduation Ceremony. Runners Up and Honorable Mention: Certificate presented at Graduation Rehearsal Awards Ceremony.	Participation is voluntary but highly encouraged. Potential nominees for the AUSA award should enter.
EXCEPTIONAL ACHIEVEMENT AWARDS			
4. Best in Seminar	Nominated unanimously by each seminar faculty team. One nomination per seminar. Reviewed by Faculty Awards Committee.	Department of Army Certificate of Achievement is presented at the Graduation Rehearsal Awards Ceremony to one student from each seminar.	Student who best exemplifies successful completion of the SBLM Program within that particular seminar. Exceptional academic achievement and overcoming significant personal obstacles or hardships, or excellent leadership within the seminars are examples of appropriate criteria for selecting the individual.
5. Exceptional Achievement Certificate	Nominated unanimously by each seminar faculty team. Nominations not to exceed 5% of class size. Recommendations by Faculty Awards Review Committee	AMSC Certificate of Achievement presented at Graduation Rehearsal Awards Ceremony to approved students.	For exceptional Achievements not recognized in other award categories. Such achievements may include, exceptional demonstrations of student leadership coupled with academic achievement and focused within seminar, or one-time acts of exceptional leadership.

CREDIT EQUIVALENCIES

Introduction

The SBLM Program demands much from students—full attention, full capacity learning, full capacity participation. The program also seeks to instill a "life-long" learning philosophy in students. AMSC is not intended to be an end unto itself—it is intended to greatly enhance students' learning abilities and interests. Those abilities and interests will help students keep current and learn quickly to recognize, analyze, evaluate, and apply the changes that come with increasing frequency in our environment. To give students the opportunity to apply their AMSC education in more than one location, to get more than one output for one product, we asked the American Council on Education (ACE) to evaluate our resident program. If you have an interest in the application of credit equivalencies to a degree program you are considering, you should attend the information session. This session is voluntary and will be announced on the AMSC Academic Schedule. For further information, contact the Registrar at 703-805-4756.

ACE CREDIT

Based on an intensive review by the American Council on Education, College Credit Recommendation Service (CREDIT), the Army Management Staff College received the following rating:

Length: 433 hours (12 weeks) Residential including a 40-hour pre SBLM Program session.

Dates Covered: May 1997—Present

Objective: To educate selected Army civilian and military leaders to assume more important leadership and managerial responsibilities in the Sustaining Base by focusing on leadership, management, and decision making.

Learning Outcome: Upon successful completion of this course, the student will be able to communicate in oral and written format with various levels of staff and management in an appropriate and effective manner; manage selection, evaluation, and training; coordinate employee compensation and benefits, interpret labor law for the organization, counsel employees as appropriate; recognize political trends and discuss the challenges, concerns, and opportunities these trends represent for U.S. security interests, and the need for coherent national policies; manage an integrated system of procurement, inventory control, and ultimate distribution from a domestic and/or global perspective, including personnel and materiel; utilize problem

solving processes to stimulate the exploration of leadership, management, and decision making in large (and smaller) organizations; apply management principles to consideration of structure management and control of public service sector; identify an organizational culture, with similarities and differences, and manage effectively and sensitively in that environment; explore national interests in elements of power and their effects upon shaping national strategy; assess the impact of the American political culture on strategic planning; identify the major elements of government, at various levels, and be able to describe and manage a project involving the interaction between the public and private sectors.

Credit Recommendation:

In the upper division baccalaureate degree category: 3 semester hours in business Communications; 3 semester hours in Human Resources management; 3 semester hours in Public Administration.

In the graduate degree category: 6 semester hours in Logistics Management; 3 semester hours in management; 6 semester hours in Government.

Central Michigan University (CMU)

In a 1994 review of the SBLM Program curriculum and based on the previous ACE review, Central Michigan University agreed to a direct transfer from AMSC to CMU. CMU will credit to graduates of the AMSC (since January 1, 1991)—current application of this crediting is under review:

ONE course from their administrative core—
    MSA 620 (3 credits) Effective Administration and Organizational Behavior

THREE elective courses (9 credits)—
    MSA CRED (3 credits) International Relations
    MSA CRED (3 credits) National Government Policy
    MSA CRED (3 credits) Logistics

Application of these credits will be on a case-by-case basis and will be determined by CMU for the individual's degree program.

Acquisition Corps

The Army Acquisition Corps accepts AMSC's SBLM Program credit equivalencies as meeting selected criteria for its requirements. Explore the homepage for the Army Acquisition Corps (http://dacm.sarda.army.mil/careerdevelopment/) or contact Ann Kelsey at ACMO office, e-mail: kelseyam@sarda.army.mil

OPM SES Core Executive Qualifications
How the SBLM Program Meets Core Qualifications

Program		ECQ 1 Leading Change	ECQ 2 Leading People	ECQ 3 Results Driven	ECQ 4 Business Acumen	ECQ 5 Building Coalitions & Communication
Sustaining Base Leadership and Management [by Terms & Tracks (T)]	1; 2	x	x			x
	3	x				
	4	x	x	x	x	x
	5	x			x	x
	6	x	x	x	x	x
	7	x	x	x	x	x
	T	x	x	x	x	x

Sustaining Base Leadership and Management Program

ECQ & Title	SBLM Program Terms 1 & 2	Term 3	Term 4	Term 5	Term 6	Term 7	Tracks
1. Leading Change .Creativity and Innovation .Continual Learning .External Awareness .Flexibility .Resilience .Service Motivation .Strategic Thinking .Vision	Students assess leadership style in a 360-degree instrument and use the Myers-Briggs Type Indicator to discuss the impact of their preferences on leadership. Learn leadership and organizational theory on how organizations are developed, grow, and change.	Exposure to a number of national level policy documents and decision-making or decision making support systems.	Cultural awareness. Awareness of Army policy and where the Army fits in with National Security and National Military Strategies. Students formulate an organizational vision that supports an Army in a state of change. Term enhances knowledge of roles and relationships that impact on national policy making. Enhances knowledge of the Army vision. Covers organizational flexibility and awareness of warfighting doctrine. Covers the 7 Army Values, to include integrity and honesty. The Gettysburg Staff Ride pulls together concepts including national change.	Managing change through force management and integration (FI), where FI is the management of change through the systematic introduction of new doctrine, materiel, and organizations	Emphasizes change, innovation, and vision. Change is the mode of operation to project and sustain the force. Also explores change in personnel systems, installations, and logistics.	Students use leadership, analytical and decision making skills to react to a changing scenario in order to identify and integrate key issues at the national policy and Army levels; debate a response to the changing crisis; present a decision briefing by managing and analyzing the ambiguities of a change crisis.	Geared specifically to new and emerging issues affecting DOD and Army. Students evaluate emerging issues and analyze their impact on the Army; work in an environment that encourages creative and critical thinking as the ideas are synthesized. Hands-on application of how best to lead, manage, understand and adapt to change.

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2. Leading People .Conflict Management .Cultural Awareness .Integrity / Honesty .Team Building	Students assess personal leadership style in a 360-degree instrument and use the Myers-Briggs Type Indicator to discuss the impact of their preferences on their ability to work with and lead others. Prepare students to lead teams throughout the Program. Each class has a class leadership structure, evolving and implementing its own activities, to include an awards process for students.		Students acquire cultural awareness to enhance team building and foster commitment to organization. Students understand the Army is about people-- the soldier, the family and the components. The Gettysburg Staff Ride pulls together concepts including leading people.		Sessions in personnel management systems stress analyzing professional development requirements, evaluations, and awards to maximize employee potential, and align the context of the life-cycle system.	The seminar team must work together, foster team spirit, pride, trust, and group identity. Students will design and implement strategies to maximize the team's potential in the debate as well as the Army decision briefing and maximize employee diversity in selecting team leaders and team members for specific tasks and roles.	Track mixes students outside home seminars, emphasizes working with new team members to establish norms and commitments.

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3. Results Driven .Accountability .Customer Service .Decisiveness .Entre-preneurship .Problem Solving .Technical Credibility			Sessions help link understanding of mission requirements, issues, and composition, practices, and procedures in business and technical areas. Term stresses continuous improvement between Army components—civilian, Guard, Reserve, Active. The Gettysburg Staff Ride reviews timely application of resources for success.		Results driven is the result we seek from projecting the force, business process reengineering, and installation management. Characterized by content on Army Performance Improvement Criteria (Baldrige), Activity Based Costing (ABC), and management controls, all of which stress accountability and continuous improvement.	Seminar team must be results driven in order to produce a successful debate team as well as a quality decision briefing. Students will make timely and effective decisions through use of the acquired problem solving and decision-making skills and anticipate and identify problem areas and select from alternative courses of action.	Students complete a graded evaluation stressing accountability, produce information briefings, and make timely and effective decisions.

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4. Business Acumen .Financial Management .Human Resource Management .Technology Management			Students stay abreast of new missions and technologies associated with Army XXI. Allows leaders to anticipate coordination for logistical support, financial resources, and the impacts of technology. Students learn how the Army and DOD manage their Title 10 responsibilities. The Gettysburg Staff Ride pulls together concepts to include the ability to acquire and administer human, financial, materiel, and information rescues.	Acquire a broad base of information and concepts connected to PPBES and the interrelation ships with long-range planning, designing, acquiring, fielding, and measuring the readiness of forces and materiel.	Term is about business, the business of running the Army in the most efficient, cost-effective manner. Exemplified by several sessions in contracting procedures and process.	Team will be required to assess a scenario involving extensive information of the national will as well as that of allies and adversaries. Students will leverage information technology to research and enhance decision-making; and discuss/debate financial and ethical implications of their recommended actions.	Students assess current and future implications of emerging issues on the Army's sustaining base to include manpower strengths and requirements, budget realities, cost-effective measures, and competitive sourcing. Students also study new procurement and contracting procedures.

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5. Building Coalitions & Comm. .Influencing/ Negotiating .Interpersonal Skills .Oral Communication .Partnering .Political Savvy .Written Communication	Assess leadership style in team and team building situations. Analyze the principles and theories of leadership and how these work to form successful teams and organizations. Class leadership works to accomplish class projects; seminar leaders help accomplish seminar projects and goals. Writing sample required.		An indirect fit, sessions explore perceptions of organizational and political reality. Emphasizes Army culture. Knowing Army composition and structures prepares leader to communicate with cultural awareness and understanding. Stresses communication between the Active and Reserve Components, their associations, avocation and expression of facts to convince Congress. Covers negotiation with individual soldiers and groups. The Gettysburg Staff Ride pulls together concepts.	Some contribution through analytical memos, oral presentations, and group discussion of issues.	Continues the competency requirements of building coalitions / communication as it stresses practical exercises and the application of these competencies. Several practical exercises require students to demonstrate the ability to explain, advocate, and express facts and ideas in a convincing and satisfactory manner.	Seminar team will explain, advocate, and express facts and ideas in a convincing manner. Students will organize, plan, and conduct a formal debate, which compares and contrasts the merits of a given theoretical resolution and work in groups and teams to prepare a decision briefing by obtaining information and presenting their recommendation in a clear, convincing, and organized manner.	Track provides a forum for developing and expanding student's professional network and requiring practice in communication skills. Students establish new working relationships to research and present briefings in a clear, convincing, and organized manner.

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